



CREATING AND SUSTAINING EXCELLENCE IN SCHOOLS: A MANAGEMENT PERSPECTIVE

ABSTRACT

OF THE

THESIS

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ABSTRACT

Introduction

“Excellence” refers to the quality of being excellent. **“To excel”** means to be exceptionally good at an activity or subject. Excellence means surpassing or outstanding achievement. Excellence refers always to excellent performance concerning something, e.g. in relation to one’s own goals or competitor’s performance. Out of the three interrelated aspects or dimensions of excellence- *individual, team and organizational*, organizational excellence is the most challenging.

A school is most commonly a place designated for learning. It refers to “an institution for educating children”. In the present study, school refers to an institution for the instruction of children or people under college age. Schooling is an act of consciously imparting values, knowledge and skills in accordance with the requirements in a formal situation. Schooling is only a part of education. School is a formal organization. It is an arrangement or structure within which its various participants cooperate to carry out various activities of the school so as to achieve the organizational goals of educating the young ones.

Excellence in Education

Excellence in education may be defined by the two terms, ‘Education’ and ‘Excellence’. While ‘education’ is the manifestation of the perfection already existing in man, ‘excellence’ instills a longing for perfection in all spheres of activity, whether individual or collective. It infuses mastery and love for quality work in its patrons and evaluates its performance from time to time. It also devises means of improving its end product. Excellence develops a spirit of enquiry, research, perseverance and constancy.

Excellence in the Context of Schools

Schools are an important center for propagation of education. In the context of schools, excellence can be understood on the basis of the two components of school education, namely,

- The Academic component, and
- The Managerial component.

The Academic Component: It refers to that educational output for which all the administrative policies are woven. Academic component of excellence is related to teaching, learning and supervising which take place in an educational institution.

The Managerial Component: Effective implementation of policies, rules and procedures are decisive elements of an excellent school. Its members share a commitment to making the unit extraordinarily successful in accomplishing agreed-on organizational objectives. The focus is on quality through genuinely collaborative team effort.

Attributes of Excellence

The present study aims at understanding excellence in the context of schools from a management perspective. For that purpose, eight different attributes have been identified. It is our endeavour to ascertain the depth of presence of these attributes that lead to creating and sustaining excellence in schools. It is assumed that presence of these and conscious inculcation of these attributes would make schools excellent.

1. Vision, Mission and Core Values

Vision and mission are the two important anchors of an organization as they provide a focus and sense of direction. Mission, when effectively articulated and internalized by the leadership and staff, can have enormous impact on the

performance of the schools. A good vision is one where there is a difficult milestone, but one, which is possible if we put the right teams in place, the right leadership in place and the right management in place. When an organization has internalized a mission, vision of excellence and/or core values, it is charged with a passion for excellence.

2. Entrepreneurship and Inspiring Leadership

Leadership and the quality of leader play a decisive role in attaining excellence. Leaders present a unique blend of charisma, vision and character that attract people to follow them. Leadership styles, leadership tasks and related activities including building trust, making tactical decisions, broadening support, overcoming opposition and inducing flexibility are the main elements of leadership which differentiate an excellent organization from other organizations.

3. Organizational Culture

Every school has its distinct character and identity of its own. This is the sum total of the values and norms and the adherence to it, which have been internalized by all or most of the persons associated with the school. The 'school climate' describes the traditions and the deeply embedded characteristics of the school. The members of the school feel a sense of belongingness, pride in the identity, culture and purpose of their organization.

4. Innovation and Organizational Creativity

Innovation, change and creativity are attributes that shape the future of such organizations. Innovation is not only about doing different things, but also about doing things differently and doing well. Each innovation and act of organizational creativity opens up fresh new vistas, perspectives and possibilities and strengthens the culture of improvisation, experimentation, innovation and constructive

questioning. Thus, innovation is a constant endeavor in organizations that are excelling.

5. Social Orientation

Since schools are service organizations, there is direct interaction between the service providers and the service seekers. The excellent schools learn from the people they serve. They consider the time spent with their clients as precious and worth as it helps build up goodwill. They provide unparalleled quality, service and reliability and earn loyalty of the members of the society as well as long-term revenue.

6. Motivation and Reinforcement

Excellent schools tap the inherent worth of the task as a source of intrinsic motivation for their employees. They emphasize more on the quality of motivation rather than the quantity. Through effective motivational methods the best talents and hidden capabilities can be nurtured and canalized to attain the right objectives and goals of the educational institution. The managers and administrators provide monetary as well as non-monetary incentives to the staff, which encourages the latter to work wholeheartedly.

7. Communication Network

The excellent companies have a network of informal, open communication. Communication in excellent schools starts with an insistence on informality and open door policies. A key feature of excellent schools is the presence of well-established communication network- internal as well as external.

8. Simultaneous Loose- Tight Properties

This attribute of excellent schools refers to the co-existence of firm central direction (centralization) and maximum individual autonomy (decentralization). The central authority is there but it exercises minimum interference and delegates to its constituent areas the responsibility for administering their own affairs. The best thing to do is to have a balance of both centralization and decentralization. Excellent organizations balance themselves as both rigidly controlled as well as allowing autonomy, entrepreneurship and innovation.

Literature Review

A survey of the literature on excellence in schools revealed that the topic had been explored by a number of well-known researchers. The researchers have covered the concept of excellence in schools and have explored factors contributing to excellence in schools. Several attributes present in these schools have been crystallized by them. However, it is also evident that so far very little research has been conducted in the field of creating and sustaining excellence in schools.

Methodology

Problem Statement

In today's competitive world it becomes essential to achieve excellence in varied spheres of activities. Schools, like other organizations, are called upon to offer high quality education. Schools are bedrock of nation building. The excellence in school education has a multiplier effect on the nation's progress. Keeping in view the need and importance of excellence in schools in India, a concern arises for developing 'a model of excellence' for existing and prospective schools.

Research Objectives

The present study aims at:

- 1. Identifying dimensions of excellence in general organizational context, as also in the context of schools, in particular.**
- 2. Identifying the attributes of excellence in selected schools.**
- 3. Developing a Model of Excellence that may be adopted by existing and prospective schools.**

Propositions of the Study

Keeping in view the above-mentioned objectives of the study, the following propositions were framed:

1. Vision, Mission and Core Values have a determining role in creating and sustaining excellence in schools.
2. Entrepreneurship and Inspiring Leadership have a determining role in creating and sustaining excellence in schools.
3. Organizational Culture has a determining role in creating and sustaining excellence in schools.
4. Innovation and Organizational Creativity have a determining role in creating and sustaining excellence in schools.
5. Social Orientation has a determining role in creating and sustaining excellence in schools.
6. Motivation and Reinforcement have a determining role in creating and sustaining excellence in schools.
7. Communication Network has a determining role in creating and sustaining excellence in schools.
8. Simultaneous Loose- Tight Properties have a determining role in creating and sustaining excellence in schools.

Rationale of the Study

This study intends to develop a 'Model of Excellence' that will help the management of existing and prospective schools to develop excellence in their organizations. In the present scenario, a large number of schools have been established but there is dearth of 'quality' in them. The study intends to help managers and administrators of these schools in creating excellence in their respective organizations and sustaining the same.

Research Design

'Exploratory' research design has been used in this study. Case study method has been employed to obtain information.

Data Collection Instruments

This study primarily uses case study method of data collection. Details regarding background, academic inputs, social orientation and structural features of the schools have been collected and studied in a fairly exhaustive manner through this method. Relevant data regarding presence of the eight attributes of creating and sustaining excellence in schools has been collected by the researcher with the help of checklist. The level of presence of the attributes/sub-attributes in each school is marked on a five- point scale ranging from 1 (lowest level) to 5 (highest level) on a continuum. The schools are then categorized as 'outperformers', 'shining stars' and 'milestones' on the basis of level of presence of the attributes. Also, the researcher conducted personal interactions with different stakeholders, like CEOs, principals, teachers, students and parents to extract information regarding schools. Different research methods like printed documents, study reports of individuals and institutions, etc. have also been used for data collection.

The Sample

The study comprised of 5 units (schools), namely, Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukulam Public School, Kerala.

Benefits of the Study

1. The study uses case study method to assess dimensions of excellence in schools. The approach can later be developed and perfected further to undertake even more intense assessment.
2. This study will contribute in providing a benchmark for assessing level of excellence, across relevant dimensions, all through a large number of schools in India and abroad.
3. Researchers, academicians and other scholars will be benefited by this research work. They can deploy this approach to conduct similar studies in their area of operation.

Limitations

The main limitations of this study are as following:

1. The researcher personally visited the five schools spread all over India and collected data in accordance with the checklist. So, interviewer's bias has been minimized.
2. Sample selection is not based on random sampling.
3. More schools could have been included in the sample covering more regions of India.
4. The study was restricted to private unaided schools of CBSE and CISCE. The schools of state education boards and government owned schools were not

taken up for this study for obvious reasons. So, it is not possible to generalize the results for all the schools.

5. Case research is a time consuming job and it is generally not possible to carry out a large number of in-depth case studies in a research project.
6. Qualitative researches are difficult to compare. Since the researcher has adopted qualitative approach, this drawback has to be taken in consideration.

Selected Schools: A Profile

Eklavya School, Ahmedabad

Eklavya School (ES), Ahmedabad is a non-conventional, co-educational English Medium day school for boys and girls. The school aims at providing a conducive ambience for the all-round personality development of children. Eklavya's mission is to bring a fundamental and structural change in the field of school education. It believes that education is an infrastructure, at least, as important as nation's roads, electricity and telecom. Eklavya School aims at developing a 'complete person'. ES has adopted the Maria Montessori approach to primary school education. Eklavya school management actively involves itself and its educators with its social surroundings through *home visits* and *Mother's Workshop*. The school activities are primarily grouped on the basis of four sections namely pre-school, junior school, middle school and senior school. There are a number of common facilities that may be accessed by the entire school. The school has evolved the concept of *educational managers*. Eklavya's Teacher Training Institute provides synergy to such efforts.

City Montessori School, Lucknow

City Montessori School (CMS), Lucknow, established in 1959 believes that every child is potentially the light of the world. The vision and ideology of CMS is encapsulated in the school motto '*Jai Jagat*'. CMS philosophy is simplified in its mission to inspire 'every child to become both good and smart' – good at heart with high moral values, self-

discipline and manners, smart in thought and action and capable of high thinking, hereby, turning this gift of God to mankind into a pride of the human race. Through *home-visits* by the Teacher- Guardians, CMS strives to bring home and school closer. CMS issues literature on values and virtues in the form of handbooks, story and workbooks. CMS has a “nurturing” culture that recognizes children and treats them as individuals. Apart from academics, sports, games and physical fitness activities are an integral part of CMS. CMS has adopted the *American cooperative games*, which emphasize the spirit of cooperation. The GEMS program, Science Park and Student Quality Circle are examples of the creativity of the Innovation Wing of CMS.

Mayo College, Ajmer

Mayo College was founded ‘to ensure to the sons of the aristocracy of India, a liberal and enlightened education to enable them to keep pace with the ever advancing spirit of the age’. The originator of the idea of the Mayo College was the late Colonel Walter. Mayo College tries to maintain equilibrium between tradition and modernity. It emphasizes on Guru-Shishya parampara. Mayo aims at excellence in academics, extra-curricular activities, games, sports and character building. It offers the students in its fold an opportunity to develop both, the mind and the body. Mayo College offers facilities for a wide range of sports and games. It encourages meritorious and deserving all-rounders and sportsmen to be sent under the *Exchange Program* with premier public schools in UK, Japan, New Zealand and Australia. Numerous *Societies and Clubs* encourage activities for individuals as well as for groups for social, literary and cultural development. Mayo College possesses modern *computer facilities* at its premises.

Amity International School, Noida

Amity International School, Noida, aims at developing mental, physical and spiritual potential of each child. Amity aims at blending innovation, modernity and tradition. Philosophy of the school proclaims itself in the belief ‘Vidya Dadati Vinayam’. The school’s vision is to develop world- class educational and technical base. At Amity

International School, students are exhorted to perform various *social service* activities. Amitasha is a school established by Amity International School for the underprivileged girl children. The approach at Amity is *child centered and development oriented*. ‘*Learning by doing*’ culminating in ‘joyful learning’ is the ultimate goal. Amity organizes training sessions for its staff to develop their interpersonal relations and to train them in various skills essential in their daily work. Amity trains students as the ‘soldiers of righteous’. To foster a spirit of leadership the school has adopted the system of a Student Council to help in the management of school activities.

Labour India Gurukulam Public School, Kottayam, Kerala

Labour India Gurukulam Public School is a coeducational residential school. The school respects the ancient Indian culture and builds up overall development of the child through the traditional Gurukulam system of education. Labour India School’s mission is to pursue *child-centered and activity oriented* education. The teachers at Labour India Public School act as “facilitators” to the learners. The school believes in *service to the society*. The school management believes that the true development of a child takes place through constant *student-teacher-parent coordination*. The school’s model curriculum balances affective, psychomotor and intellectual domains of learning. The school has “*Saturday activities*” that include mountaineering, gardening, cycling, shooting, home science, etc. Labour India Gurukulam Public School has a number of *common facilities* for its students, like Digital Smart Classrooms, Well-equipped Laboratories, Library and Reading Rooms, Audio-Visual Education, Modern Gymnasium, Sports facilities, etc.

Findings and Conclusion

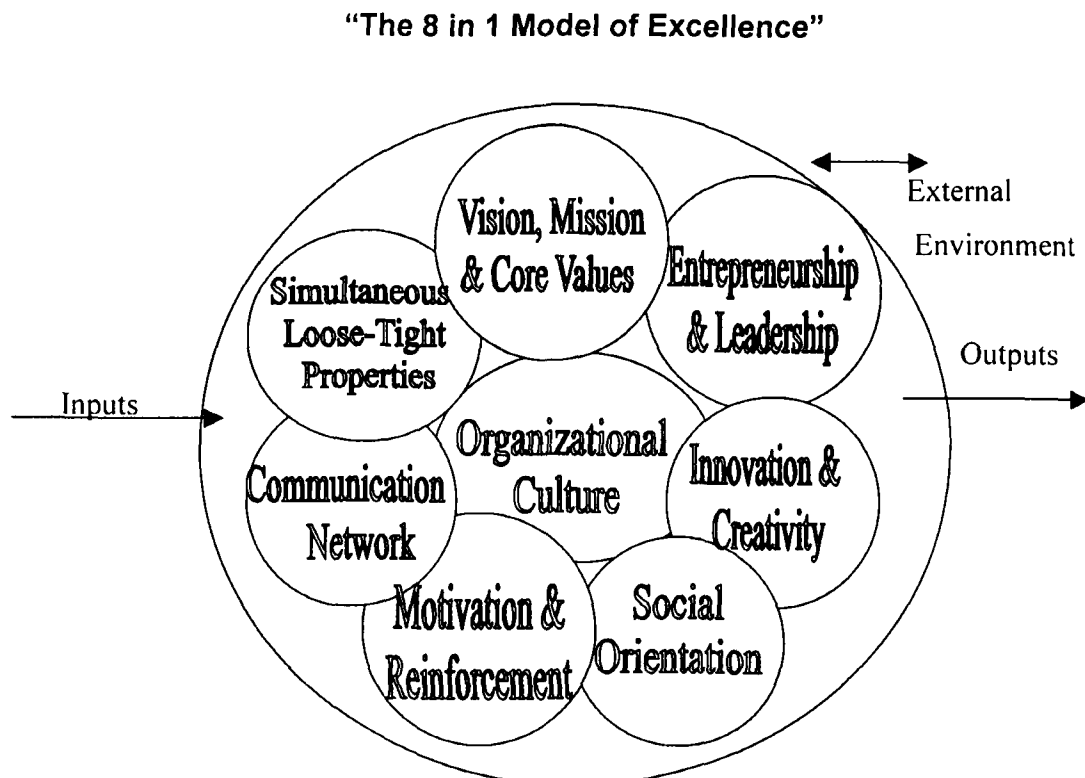
The findings indicate that schools create excellence through the certain managerial attributes. The study identifies eight attributes of excellence for schools, namely, *Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties.*

These attributes were found present in all excellent schools, though the degree or intensity of their presence differed from one school to another.

The 8 in 1 Model of Excellence

This study identified eight organizational attributes that create and sustain excellence in schools. The crystallization of these attributes helps evolve the “**8 in 1 Model of Excellence**”. The eight organizational attributes that constitute the 8 in 1 framework are:

1. **Vision, Mission and Core Values**
2. **Entrepreneurship and Inspiring Leadership**
3. **Organizational Culture**
4. **Innovation and Organizational Creativity**
5. **Social Orientation**
6. **Motivation and Reinforcement**
7. **Communication Network**
8. **Simultaneous Loose-Tight Properties**



The analysis of the attributes points out that these attributes are overlapping as well. They are not mutually exclusive attributes. Rather they reinforce each other and collectively make schools excellent. The “8 in 1 Model of Excellence”, therefore, is an interactive and dynamic configuration of all the eight key attributes. Leaving out any attribute may render the model incomplete. Thus it can be concluded that the eight propositions of the study are present.

Highlights

1. This study corroborates the existing literature and deepens our understanding of the concept of excellence in schools from a management perspective.
2. A model of excellence named the “8 in 1 Model of Excellence” emerges as a result of the study of the selected innovative schools.
3. Each of the eight attributes of excellence has equal importance for achieving excellence and none of them can be isolated or given less importance.
4. This research study provides a base for the school managers and administrators for creating excellence in their schools and other educational organizations. It also highlights the ways of sustaining it too.

Future Directions for Research

1. The study can be further extended to gain insight into the issue of organizational excellence in general and excellence in educational institutions in particular.
2. The present study focused on only Indian schools. The studies may be carried out to understand the working of international schools.
3. This study covered both CBSE and CISCE schools. This list can also be expanded further to understand whether the pattern of affiliation impacts the presence and the degree of presence of excellence in the schools.
4. The study has focused on schools, which were run under different structural arrangements. Future studies could find out whether the form of governance has impact on the presence of excellence in schools.

5. The present study has confined itself to studying privately managed schools. Future studies may include government owned schools as well, as their sample units.
6. There have not been enough researches on excellence in schools and other educational organizations with a 'management perspective'. This is an unexplored area where there is a lot of scope for further studies.
7. The eight core values of excellence identified in the study can be explored even more intensely.



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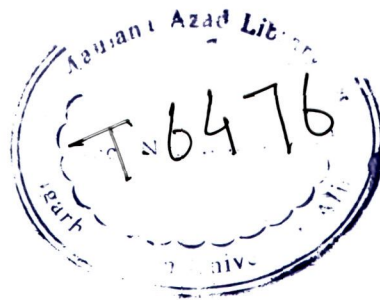
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CERTIFICATE

This is to certify that the thesis titled “Creating and Sustaining Excellence in Schools: A Management Perspective” submitted to the Department of Business Administration, Faculty of Management Studies and Research, Aligarh Muslim University, Aligarh is a record of original research work done by Ms. Jaya Bansal, for the award of Ph.D. (Business Administration), conducted during the period of her studies with the Department of Business Administration, Faculty of Management Studies and Research, Aligarh Muslim University, Aligarh under my guidance and that the thesis has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University/ Institution.

A handwritten signature in black ink, appearing to read 'Parvaiz', is written over a horizontal line.

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Dr. R.N.Singh Solanki

DECLARATION

I do hereby declare that the thesis titled “Creating and Sustaining Excellence in Schools: A Management Perspective” submitted to the Department of Business Administration, Faculty of Management Studies and Research, Aligarh Muslim University, Aligarh, for the award of Ph.D. (Business Administration), is the original research work carried out by me under the guidance of Dr. Parvaiz Talib and Dr. R.N. Singh Solanki. The thesis has not formed the basis for the award of any Degree/ Diploma/ Associateship/ Fellowship or other similar title to any candidate of any University/ Institution.

Place: Aligarh

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Jaya Bansal

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Dedicated to the Noble Cause of Education

Since ages, man has been an explorer. Modern age is an age of inventions and discoveries. This age is also characterized by increasing turbulence and materialistic tendencies. It, therefore, becomes pertinent to create centers of education for the citizens and nations of tomorrow so that knowledge does not become a problem but a solution to many problems of present day life. Pondering over all such issues, I choose the topic for my study “Creating and Sustaining Excellence in Schools: A Management Perspective”. With the Almighty’s blessings, I have attempted to undertake the study to the best of my abilities.

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List of Abbreviations/ Acronyms

AIS	Amity International School
Bldg.	Building
CBSE	Central Board of Secondary Education
CD	Compact Disc
CEO	Chief Executive Officer
CISCE	Council for Indian School Certificate Examination
CISV	Children's International Summer Village
CMS	City Montessori School
CRC	Curriculum Research Center
DEVI	Dignity, Education, Vision, International
DTP	Desk Top Publishing
EEF	Eklavya Education Foundation
EITE	Eklavya Institute for Teacher Education
ES	Eklavya School
FMS	Faculty of Management Studies
GEMS	Global Education Model of Schooling
H.E.	His Excellency
H.H.	His Highness
HRD	Human Resource Development
HRM	Human Resource Management
IGNOU	Indira Gandhi National Open University
IIMA	Indian Institute of Management, Ahmedabad
INTACH	Indian National Trust for Art and Cultural Heritage
ISFI	Independent Schools Federation of India
ISO	International Standards Organization
LIGPS	Labour India Gurukulam Public School
LKG	Lower Kinder Garten
MBWA	Management by Walking Around
MC	Mayo College
NASSDOC-ICSSR	National Social Science Documentation-Indian Council for Social Science Research
NCC	National Cadet Corps
NCERT	National Council of Educational Research & Training
NIOS	National Institute of Open Schooling
NGO	Non- Government Organization
NPCIL	Nuclear Power Corporation of India Limited
NTSE	National Talent Search Examination
PET	Physical Education Teacher

PGT	Post Graduate Teacher
PR	Public Relations
PRT	Primary Teacher
PT	Physical Training
PTM	Parent Teacher Meeting
RBEF	Ritnand Balved Education Foundation
SQC	Student Quality Circle
TAT	Thematic Apperception Test
TGT	Trained Graduate Teacher
TQM	Total Quality Management
TV	Television
TT	Table Tennis
TTTI	Technical Teachers Training Institute
TQM	Total Quality Management
UK	United Kingdom
UKG	Upper Kinder Garten
USA	United States of America
WWF	World Wild Fund
XLRI	Xavier's Labour Relations Institute

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Excellence refers to the quality of excelling. It is the state of being good to a high degree. A search for excellence and perfection is embedded in the human psyche. Excellence achieved under the umbrella of an organizational vision results in organizational excellence. Excellence in organizations is characterized by the existence of certain attributes. These attributes are present in all excellent organizations, though the intensity of their presence might vary from one organization to another. In this modern world of turbulence, competition and dynamism, sustenance of excellence becomes as much significant as its creation. Sustainability is the distinctive ability of an organization to maintain outstanding performance (excellence) over a long span of time. Sustained excellence makes an organization resilient and adaptable. It develops an ability to change and innovate in order to survive and grow.

Organizations ranging from business firms to educational institutions are economic entities. They gather resources and organize them to realize their goals. Organizations face competition from their rivals in some form or the other. To excel, organizations need to have some specific attributes that make them distinct. This study focuses on “excellence” in the context of schools. It is an attempt to study key attributes of excellent schools. On the basis of these attributes, it aims at proposing a model that can act as a guide to those schools that aspire to be excellent.

Past years have witnessed emergence of schools as important centers of learning and development. The schooling system has become crucial to nation building. Public schools have acquired a distinct place in Indian schooling system. They provide quality education

and ensure all round development of the child. Various studies have identified the reasons behind success of these schools. This study extends such efforts. This study primarily focuses on the management processes of schools that make these schools excellent. It is based on case studies of five prominent and reputed schools of India, namely Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukulam Public School, Kottayam, Kerala. The researcher visited these schools, conducted interviews and studied the various management processes of these schools. Eight attributes of excellence viz., Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties were identified and examined for their relevance and presence in the selected units.

This study has been divided into six chapters. The first chapter introduces the concept of excellence. It discusses excellence and its forms. This chapter focuses on the concept of excellence in organizations, in general, and schools, in particular. In this chapter, the concept of school and its related aspects have also been highlighted. The chapter explores various dimensions of management of schools. It also outlines eight attributes for creating and sustaining excellence. Chapter two carries out a detailed review of the related literature. Research studies conducted in the field of organizational excellence in general and excellence in schools in particular in India and abroad have been perused. The third chapter 'Methodology' describes the research strategy employed for conducting this study. The problem statement, research objectives, hypotheses framed, rationale of the study, research design adopted, data collection instruments used, the size and composition of

sample and pattern of analysis is explained in this chapter. Expected benefits and limitations of the study have also been enumerated.

Chapter four presents case studies of the five selected schools. Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukulam Public School, Kottayam respectively. This chapter highlights the background, vision and philosophy of these schools. Apart from this, academic inputs, social orientation and structural features of these schools are elaborated. The fifth chapter presents an overview of the findings of the study and undertakes attribute-based analysis of the selected schools. Further, the *8 in 1 Model of Excellence* for creating and sustaining excellence in schools has been crystallized. The last chapter, the sixth, reviews the entire results. This chapter gives conclusion and highlights of the study. It also identifies the future directions of research.

The researcher hopes that some of the propositions of this work will inspire more research in this field of management of schools and enrich management aspects to develop excellent schools and educational institutions.

CHAPTER - 1

Introduction

Introduction

1.1 Concept of Excellence

Management orientation has been changing with time. During the classical management era, the emphasis was on “**efficiency**”. During 1885-1930 efficiency orientation prevailed in management. Efficiency refers to doing things rightly, reducing waste of resources. From early 1930s to mid-1980s, the management orientation shifted to “**effectiveness**”. This period consisted of the neo-classical and modern schools of management. Effectiveness is doing right things, desisting activities that do not contribute to social good. Since mid-1980s a shift in emphasis occurred in favor of “**excellence**”. Thomas J. Peters, Robert H. Waterman Jr., and Nancy Austin are considered to be the pioneers of the excellence movement in management.

“**Excellence**” refers to the quality of being excellent. “**To excel**” means to be exceptionally good at an activity or subject (Great Dictionary of the English Language, 2001). The word gets its origin from the Latin word ‘*excellere*’, from *ex-* ‘out, beyond’ + *celsus-* ‘lofty’. One of the dictionary meanings of ‘excel’ is ‘to do better than’ or ‘to surpass’. Normally, it implies comparison with another person. Excellence means to be distinct, to be superior and to outperform others. It means to be creative and innovative. “Excellence happens when high purpose and intense pragmatism meet. It’s not a job. It’s a personal, group and organizational commitment. It is a burning desire to be the best and being the best. It is doing things in a systematic fashion that sets one apart from others” (Peters & Austin, quoted from Ravi, 1996).

Excellence means surpassing or outstanding achievement. It implies the ability to perform at a consistently high level, which in turn depends on the mastery of the fundamentals in whatever is being done. Excellence does not mean a fixed goal, a static destination. It is a

dynamic concept ever growing in innumerable dimensions. There is no end point in the pursuit of excellence and the “target” is often moving (Khandwalla, 1992). Excellence is a feature of an organizational entity that manifests how incomparably excellent it is when assessed adhering to success criteria. Excellence refers always to excellent performance concerning something, e.g. in relation to one’s own goals or competitor’s performance (www.finnevo.fi/eng/contents/iso9000_terms.htm)

The passion for excellence is a drive for self-actualization. It means thinking big and starting small. “The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man”. (Shaw, quoted from Balasubramaniam, 2004). Excellence is important to society because it sets an example and a standard of behavior that is socially useful. A search for excellence and perfection is deeply embedded in the human psyche. Excellence can be achieved; it is not an absolute goal but a progressive philosophy guiding the steps on the road to discovery. Excellence is the combination of the inherent properties of truth, beauty, order and efficiency (Ganesh, 2000).

The subject of excellence and its pursuit have been perceived in different angles and through different glasses. Still, no single proposition defines what excellence is. The parameters of excellence, as perceived by different strategists in different walks of life, however, have something in common. The least common denominator of all the calculations indicates that it is ‘individual specific’ and it is the passion one holds for attainment of excellence in whatever field one pursues. It is a fire that is latent in the individual to add a value, to scale newer heights and to envision the beyond. Excellence is not a concept in isolation. It comprises distinct dimensions and forms that make its understanding more elaborate and clear.

1.2 Dimensions of Excellence

People want to excel as individuals and sometimes as members of a team. When excellence is achieved under the umbrella of an organizational vision, it achieves a synergistic effect and results in organizational excellence. The three interrelated aspects or

dimensions of excellence- *individual, team and organizational*- have equal and complementary significance in achieving excellence.

1.2.1 Individual Excellence

Individual excellence aims at achievement of excellence by individuals. Individual excellence in support of team and organizational goals is desirable. The pursuit of individual excellence without regard for its impact on team performance and other parts of the system is discouraged.

1.2.2 Team Excellence

Team excellence is an absolute prerequisite to organizational excellence. In an organization, most of the work is accomplished by teams. Each team needs to have its own vision that reflects its particular mission and its unique character in alignment with the organizational vision. Understanding the value and importance of both cooperation and interdependent work relationships should be the goal within teams and between teams throughout the organization.

1.2.3 Organizational Excellence

Organizations are the nurseries of human excellence. The more an organization promotes individual or team excellence, the more the organization itself is likely to excel. Organization design for excellence is therefore a matter of promoting individual and group level excellence and synchronizing it to facilitate excellence in achieving organizational level goals.

Organizational excellence is the most challenging of the three aspects of excellence because of the consistent level of commitment, cooperation, and alignment required of so many people. A shared vision provides the focus that is required to “make it happen”. A rapidly changing business environment means individuals must often deal with new situations. Without a strong commitment to a shared vision, sustaining an “organizational

consciousness” to powerfully align individuals in the business becomes difficult (www.centerforexcellence.net). Since this research deals with organizations (schools), the focus is drawn on organizational excellence. For a better understanding of the subject, it is essential to discuss the forms of organizational excellence.

1.3 Forms of Organizational Excellence

There are six different forms of organizational excellence each characterized by particular type of commitment and perfection (Khandwalla, 1992).

- Competitive Excellence
- Rejuvenatory Excellence
- Institutionalized Excellence
- Creative Excellence
- Missionary Excellence
- Versatile Excellence

1.3.1 Competitive Excellence

Competitive excellence is characterized by being outstanding within a field of competitors vis-à-vis a clear-cut criterion of performance. For example- the school within a city with the highest number of first divisions at senior secondary level, the bank with the best loan recovery performance, etc. For competitive excellence, the champion organization ought to have a clear-cut goal and strong management commitment, apart from other factors.

1.3.2 Rejuvenatory Excellence

The chief characteristic of this form of excellence is vast improvement over previous performance. This form of excellence is exhibited through organizational turnarounds from sickness or decline (Khandwalla, 1990). This type of excellence needs a strong, high energy packed leadership, great internal communication network, a culture of getting

things done, extensive participation of lower level staff in evolving and implementing a turnaround strategy.

1.3.3 Institutionalized Excellence

It is characterized by sustained high achievement over a long period of time on important performance parameters. Such a type of excellence requires institutionalization of good management practices and a high order of professional management. Widespread commitment of staff to the vision of excellence and to core values is also desirable.

1.3.4 Creative Excellence

The chief trait of this type of excellence is the commitment to pioneering, innovation, experimentation, discovery and dynamic change (Khandwalla, 1992). A creatively excellent organization is in a constant state of flux, modifying activities, practices and products and adopting new ones. A culture of creativity and innovation is likely to prevail there.

1.3.5 Missionary Excellence

The chief feature of missionary organizational excellence is the dedication to some social mission or cause and the ability to outstand in achieving this mission or cause. To achieve this form of excellence, the organization needs dedicated, self-motivated professionals who do not mind meager salaries and poor perks. In case of missionary excellence, decision-making process needs to be decentralized and participative. (Khandwalla, 1992).

1.3.6 Versatile Excellence

In this type of excellence, the company desires to meet the expectations of all the significant stakeholders of the organization- owners, staff, suppliers, customers, government, unions, etc. The organization, thus, has multiple goals. Special efforts for

creating high levels of integration are required. A good deal of participatory and professional management is needed to cope with the complexity.

This study explores the model for creating and sustaining excellence in schools. It deals with schools that provide education and related services, so it becomes pertinent to understand the concept of school and its related aspects.

1.4 School

A school is most commonly a place designated for learning. It refers to “an institution for educating children” (Great Dictionary of Indian Language, 2001). In the United Kingdom, the term *school* refers primarily to pre-university institutions, which can be divided into primary schools (sometimes further divided into infant school and junior school) and secondary schools. In North America, the term *school* can refer to any institute of education, at any level, and covers all of the following: preschool, kindergarten, elementary school, middle school, high school, college, university and graduate school. In parts of Europe, a *Gymnasium* is a school of secondary education. In Germany, after thirteen (in some states twelve) grades, the *Gymnasium* finishes with the *Abitur* (*Matura* in Austria and Switzerland). (www.answers.com/topic/school). In the present study, school refers to an institution for the instruction of children or people under college age.

The word ‘school’ conjures up different images. It is widely believed that schooling does make a significant difference in the life of the individual. For some it is an exhilarating experience with huge repercussions on making their lives, while for many others, not so encouraging or remarkable, leave apart occasional episodes. The school is an important agent of social engineering. All societies whether western democracies or socialist societies of the East Europe, believe that school is a significant agency for change (Johnson, 2000). All social aspirations find their reflection in the school setup they created. In open societies where tempo of change is fast, the challenges are too many and come in quick succession. In static societies, structures once built or models evolved continue to perpetrate themselves for longer periods, though their perfection may take time. Whatever the setup may be, school as a concept, presents the picture of a specified structure, a

dynamic organization and an institution (Sharma, 1994). In the traditional concept, the school is a community with the associated emphasis on ideas like ethos, spirit and individual commitment. There is concern with the process as well as with the content of the work that is done.

To an outsider, a school gives the look of a 'factory' with a place to work in, fixed schedules and rigorous modes of working. In contrast to a factory, school represents uniqueness of processes and a great variation in the quality of product since each product is dynamic, interactive and capable of selective reception or resistance (Sharma, 1994). The school as a community gives the impression of 'interacting wholeness' as reflected through its ethos and culture. 'Ethos' indicates the deeper value system, which propels the organization as a motivational force. It is more intimately associated with educational endeavors. Organizational 'culture' is the characteristic spirit and belief of an institution demonstrated in the norms and values that are generally held about how people should treat each other, the nature of working relationships and attitudes to change.

1.4.1 School System

One of the important components of the school system is the 'human resource' who vary in quality and quantity of education, sex, age, work experience, work expectations, temperaments, attitudes, skills and values. In addition to human elements, there are other system components. These elements, when viewed as a configuration, constitute the 'school system'. A school system is made up of a number of sub-systems, i.e., administration, leadership, supervision and instruction (Johnson, 2000). These sub-systems are again composed of a number of facilitating processes. These components are inter-related within the sub-systems, whereas the sub-systems are woven into the systems. A perfect coordination of one component of a school system with the other becomes pertinent.

1.4.2 Schooling

Schooling is an act of consciously imparting values, knowledge and skills in accordance with the requirements in a formal situation (IGNOU School of Education, 2000). Schools also impart deliberate and systematic training in specialized subject areas that may not be otherwise gained through the process of living and experiencing by individuals. In its essence schooling is a limited educational exercise in terms of range of experiences provided. It is also limited to a specific period of human life, i.e., from childhood till one leaves school, while the process of education continues throughout the life. Thus, schooling is only a part of education.

1.4.3 School- A Formal Organization

School is a formal organization. A school is primarily a formal or structural education system. It is an arrangement or structure within which its various participants cooperate to carry out various activities of the school so as to achieve the organizational goals of educating the young ones. The features that make it a formal system are as following. (IGNOU School of Education, 2000)

1.4.3.1 Official Sanction

Establishment of a school needs official sanction that is obtained after meeting the prescribed conditions. A school is primarily under the control of the state. The state decides the broad aims of schooling through educational policies, keeping in focus the national goals. In India, state education boards, CBSE, CISCE, etc. are official bodies that sanction schools.

1.4.3.2 Permanent Nature

Like other formal organizations, school is a permanent body as its membership persists beyond the immediate membership. The school never runs out of its membership.

1.4.3.3 Rational Goal Setting

The objectives and tasks of a school, as in case of any other formal organization, are perceived not only by the members of the organization, but also by everyone in the society. Primarily, the schools have social orientation while setting goals. Schools set rational goals like proliferation of education, providing moral education apart from academics and sports, etc.

1.4.3.4 Hierarchy of Offices

Like organizations, schools too have a hierarchy of offices, i.e. there is upward and downward flow of authority and responsibility. Every position in the hierarchy has definite roles and responsibilities. There is a hierarchy among personnel, viz., a principal as the administrator, with senior teachers, junior teachers, non-teaching staff, helpers, etc. These personnel have to work in a coordinated fashion to achieve common goals of school.

1.4.3.5 Division of Labor

Division of labor means that work is divided into smaller jobs that are assigned to different people. This leads to specialization of work and maximum productivity.

1.4.3.6 Proliferation of Rules

Rules and regulations govern the functioning of schools. As in organizations, schools have prescribed rules originated by the management authorities and the administering bodies. The age at which a child can be initiated into school is often fixed and the criteria of education and promotion to each higher class are fixed.

1.4.3.7 Elaborate Record-Keeping Systems

Schools have to maintain their books of accounts and prepare balance sheet, profit & loss statement, etc. Elaborate record of employees, teaching and non-teaching staff is also maintained.

1.4.3.8 Structured assessment procedures

Assessment of students as well as teachers is done in schools by the relevant bodies thereby leaving scope for future progress and appraisal.

Schools are not only complex organizations, but are professional agencies as their teaching and administrative staff shares certain attributes with occupation known as professions. They are related to a number of other formal organizations like colleges and universities and state and other educational agencies. The formal character of the school is well exemplified in the extent to which rights and duties are distributed according to age. While the family, peer group, and other social groups are also age-graded systems (in which younger and older members enjoy different privileges and obligations), it is the school that is the most age-graded of all social institutions.

1.4.4 Functions of School

The school represents a little society by itself. The school has its own mores, its own social setting and its own culture. In a way, it represents a “total institution” in the sense that any student coming from any social culture has to abide by the rules and regulations of the school and adjust to the distinct social milieu of the school for the period of stay at school. The school fulfills a specific range of purposes. To the outside world, school is known through the functions it discharges and services it offers. While the ‘services’ indicate its working relationship with the target population, parents, sister agencies in the field and general public, ‘functions’ relate to the way it organizes itself and acts to provide the intended services. Functions are a direct corollary of the role model the school has opted for itself and the professional demands made on it.

The school, as an agency of the society and also as a miniature society, is supposed to perform the following main functions:

- To generate commitment and capacities in pupils for future adult roles.
- To allocate human resources within the role structure of the adult society.

In addition to general functions like socialization and acculturation, the school has to perform specific educational functions. These functions can be grouped into two categories:

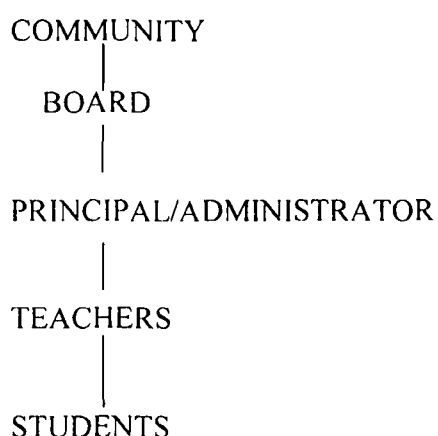
- Manifest Functions: The manifest functions are:
 - Transmitting traditional culture.
 - Teaching basic skills & vocational education.
 - Character education.
- Emerging Functions: The emerging functions are:
 - Personal and social problem solving.
 - Social competence.
 - Diffusion of new knowledge.
 - Providing equality of opportunity.
 - Sex and family education.
 - Increased functional literacy.
 - Development of cosmopolitan outlook.
 - Learning to live together.

1.4.5 Social Structure of School

The school is a social structure in which various groups are related according to a system of rank and prestige. In broad terms, the school as a social system has four main levels of rank within it. At the top of the structure is the school board making school policy, selecting the manager and deciding on school expenditures. The school board acts as the

agent of wider community. The second main level is that of school administrator/ superintendents/ principals/ supervisors. The third level in the structure is composed of teachers: some occupying higher ranks than others. The fourth level of the structure is composed of students, clients whom the school serves.

Fig. 1.1 Social Structure of School



In general, authority flows only in one direction within the school structure downward from school board to student, although the lower levels might affect the exercise of authority and also the nature of educational decisions. While authority flows downward, interaction of varying types occurs within the school structure in both horizontal and vertical directions, and the quality of interaction affects the school functioning as a whole. Thus, the school is a complex web of social interactions, with various types of interaction taking place simultaneously, each affecting the whole, and each having at least an indirect influence upon the child.

1.4.6 Need for Management of Schools

The school as an institution is a cosmos in itself. A school, in its ultimate analysis, represents an 'enterprise' with its mottos, share-holders and dividends. The lower the dividends, the greater are the chances of its rejection. As long as schooling retains its characteristics, there is a need for 'School Management'; an effective way of organizing itself. Since education/schooling seeks desired results, it has to be a planned effort. The element of planning calls for clearly conceived 'management strategy'. Incorporation of management philosophy in the planning and working of the school system is necessary to:

- put goals in sharper focus
- bridge gaps between expectations and fulfillment
- maximize output or potential in the face of limited resources
- arrange priorities—first thing first
- bring orderliness in working
- generate a sense of accountability and fulfillment
- cultivate a culture of change and improvement
- apportion resources in accordance with priorities or contingencies

(Sharma, 1994)

After this discussion on schools, it becomes pertinent to understand the different management processes in the school.

1.5 Management Processes in the School

Management processes are those processes that are performed by managers. These processes are also called "organizational processes" because they go beyond an individual manager and affect the entire organization. The basic management processes are planning, organizing, directing and monitoring (controlling). These are the various management processes that are undertaken in school and in the absence of which no school can function effectively.

1.5.1 Planning

Planning is an essential component of any kind of meaningful activity to take place in a classroom or outside. Planning means that there has to be a systematic, organized and an articulated scheme of working. Some of the planning activities, which are carried out in school, include setting up of:

1.5.1.1 Goals: Goals are collective ends towards which organizations direct their energies and activities. For example- improving the academic standards, developing positive attitude among students, etc.

1.5.1.2 Objectives: Objectives are goals established to guide the efforts of the organization and each of its components. For example- developing the innovation wing in the school, developing healthy employer-employee relationships, etc. Objectives may be both long term and short term.

1.5.1.3 Policies: Policy is a statement of an organization and intention to act in certain ways, when specified types of circumstances arise. For example- policy of hiring only trained teachers, policy of encouraging admissions to students good in sports, etc.

1.5.1.4 Rules: Rules are the decisions made by the management regarding what is to be done and what is not to be done in a given situation. Rules do not leave any scope for decision-making. For example- Rule of granting admission at certain cut-off percentage, rule of conducting internal assessment tests, etc.

1.5.1.5 Programs: Programs are concrete plans prepared with definite objectives to accomplish certain specific activity. Programs are generally short-range action based plans. For example- organizing seminars on specific topics, outlining the various activities to be organized during a session, etc.

1.5.1.6 Budget: Budget is an estimate of future needs, arranged in an orderly basis, covering some or all the activities of the organization for a definite period of time. In

financial terms, it is a periodic statement of future revenue and their expenditure. For example- preparation of financial budget for the ensuing year.

1.5.2 Organizing

Schools have to develop as an organization where work gets done effectively and efficiently. This means responsibilities have to be defined and relationships have to be developed. The essential element is people. The primary concern is what they do and how they work together. The process of organizing involves combining and coordinating individual as well as group activities to achieve the goal of the institution in an efficient and effective manner. School management takes four fundamental steps when beginning to make decisions about organizing:

1.5.2.1 Division of work: Divide the total workload into tasks that can logically and comfortably be performed by individuals or groups. This is done so that individuals or groups are responsible for a limited set of activities instead of the task as a whole. Division of work fosters specialization, as each person becomes expert in a certain job.

1.5.2.2 Departmentalization: Combine tasks in a logical and efficient manner. This refers to grouping of employees and tasks. For example, formation of departments of English, Chemistry, Social Sciences, etc.

1.5.2.3 Hierarchy: Specify who reports to whom in the organization. It refers to the linking of departments through hierarchical positions. At the top is the senior-ranking manager(s) responsible for the operations of the entire organization. At the other levels come the lower-ranking managers/staff.

1.5.2.4 Coordination: Set up mechanisms for integrating departmental activities into a coherent whole and monitoring the effectiveness of that integration. A high degree of coordination is likely to be beneficial for work organizations.

There are two important concepts of organizing, viz. organizational structure and organizational culture. Organizational Structure refers to the way in which an organization's activities are divided, grouped and coordinated into relationships between managers and employees, managers and managers, and employees and employees. An organization can be formally structured in three major ways:

- By function (functional organization),
- By product/market (divisional organization) or
- In matrix form (matrix organization).

Organizational Culture is the personality of the organization. Culture is comprised of the assumptions, values, norms and tangible signs of the organizational members and their behaviors. Organizational culture can be looked at as a system. In a school, inputs include society, rules, leader, traditions, etc. The process is based on assumptions, values and norms, e.g. school's values on money, time, facilities, space and people. Outputs of school culture are organizational behaviors, methodologies of teaching, image, students and their personality, services, etc. There are different types of culture just like there are different types of personality. Some schools have authoritarian culture, while others have democratic culture. Some have adaptive and others have unadaptive culture and so on.

1.5.3 Direction

Direction involves getting the work done through instructions and orders. For getting work done, individuals have to be supervised, motivated and communicated with. For example, if a group of students is going on a botanical study tour, the objectives will not be met unless the teacher gives proper direction. Direction includes ways to direct and guide people. This is done by the four elements- motivation, leadership, teamwork and communication.

1.5.3.1 Motivation

Motivation refers to the factors that cause, channel and sustain an individual's behavior. A manager/teacher has not only to motivate employees/students who have a low level of interest, but also has to nurture the interest of the already motivated employees/students. This is done by:

- Adopting a positive attitude.
- Giving positive reinforcement, i.e., appreciation and encouragement.
- Involving them in discussion and in such activities that call for collaboration, co-operation and communication.
- Providing intrinsic and extrinsic rewards.

1.5.3.2 Leadership

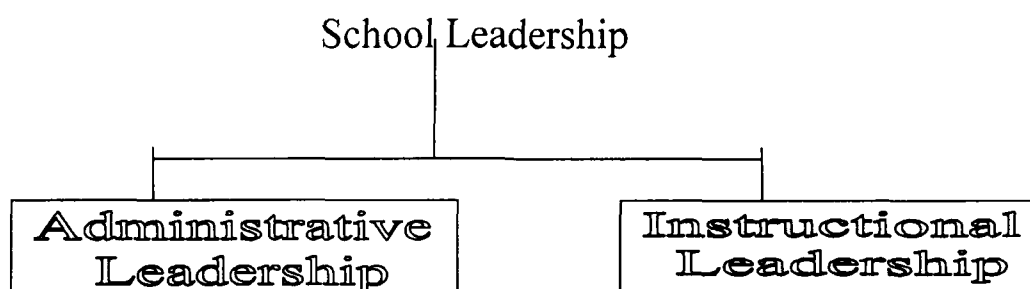
Leadership is the process of directing and influencing the task related activities of group members. The **Trait approach** to leadership assumed that leaders share inborn personality traits. This approach believes that “leaders are born, not made”. On the other hand, the **Behavioral approach** lays emphasis on the behavior of effective leaders in certain situations, i.e., how they delegate tasks, how they communicate with and try to motivate their subordinates and so on. Behaviors, unlike traits, can be learned. The theories of **Contingency approach** to leadership focus on the following factors:

- Task requirements.
- Peers' expectations and behavior.
- Employees' characteristics, expectations and behavior.
- Organizational culture and policies.

Managers have different leadership styles. Some have a *task-oriented style* and they closely supervise employees to be sure the task is performed satisfactorily. Others have an *employee-oriented style* and they put more emphasis on motivating rather than controlling subordinates. Leaders are also categorized as –*autocratic, democratic or free-rein*– on the

basis of how they use their authority. Leadership requires specific characteristics, which an effective leadership must possess. Sociability, intelligence, self-confidence, initiative, creativity and responsibility are some of the characteristics. In schools, two types of leaderships are essential:

Fig.1.2 Kinds of School Leadership



Administrative leadership requires the utilization of available human and material resources through the adoption of sound management techniques for the progress of the school. Instructional leadership is providing assistance to staff members of a school in identifying and formulating learning objectives and for planning strategies to attain the goals.

1.5.3.3 Teamwork

Traditionally, there have been two types of teams in organizations: **formal and informal**. Nowadays, teams exist that have the characteristics of both. Formal teams include command teams, committees, quality circles, etc. Discipline Committee, Assembly Team, etc. are examples of formal teams in a school. Some formal teams are temporary, like task forces created to deal with a specific problem. For example, team formed to spread awareness regarding Pulse Polio drive, Annual Day Celebrations Committee, etc. Informal teams emerge when people come together and interact regularly. These groups develop within the formal organizational structure.

1.5.3.4 Communication

Communication is the lifeblood of an organization. It is important for three primary reasons.

- Communication provides a common thread for the management processes of planning, organizing, leading and controlling.
- Effective communication skills help management to draw on the vast array of talents available in the multicultural world of organizations.
- Management and administration spend a great deal of their time communicating in different forms: face-to-face, electronic or telephonic.

Communication may be vertical (top to bottom or bottom to top), horizontal or diagonal. The organization's authority structure has an influence on communication effectiveness. Job Specialization facilitates communication within differentiated groups. For example, a group of P.G.Ts is likely to share the same jargon, tasks, goals, etc. Communication is further classified as formal or informal (grapevine).

1.5.4 Controlling

Controlling indicates how far the goals have been achieved and to what extent there is deviation from the plans. In other words, controlling helps monitor the effectiveness of planning, organizing and leading and take corrective actions as needed. Control is needed for the following reasons:

- To create better quality.
- To cope with change.
- To create faster cycles involved in creation.
- To add value.
- To facilitate delegation and teamwork.

Organizations face a number of challenges in designing control systems that provide accurate feedback in a timely, economical fashion. Trying to control too many elements too strictly can annoy and demoralize employees and waste valuable time, energy and money. So, management tries to identify *key performance areas*. For example, key performance areas of schools could be academics or sports or co-curricular activities. Financial controls include financial statements like balance sheet, income and expenditure statement, profit and loss account, etc. that provide a means to gauge the state of liquidity, general financial condition and profitability of an organization.

After having an understanding of the concept of schools and management processes in schools, it becomes pertinent to understand the concept of excellence in education in general and excellence in the context of schools in particular.

1.6 Excellence in Education

Education is a process that helps in the achievement of purposeful living for every individual in society. It is an important social system with a well-defined structure and set of roles. Education is an agent for transference and advancement of knowledge as well as socialization of individuals (IGNOU, School of Education, 2000). The field of education has developed tremendously over the years, both in terms of theory and practice. Education these days is not confined to just providing knowledge to the learners, but it is much beyond that. Education has achieved wide and varied horizons. As in all other fields, education is also under tremendous pressure to adopt the changes that are the chief characteristic of the global world (Ganguly, 2004).

Excellence in education may be defined by the two terms, 'Education' and 'Excellence'. While 'education' is the manifestation of the perfection already existing in man, 'excellence' instills a longing for perfection in all spheres of activity, whether individual or collective. It infuses mastery and love for quality work in its patrons and evaluates its performance from time to time. It also devises means of improving its end product. Excellence develops a spirit of enquiry, research, perseverance and constancy. Education to be complete needs to have five principal aspects corresponding to the five principal

activities of the human being- the physical, the vital, the mental, the psychic and the spiritual. All must continue to complement one another until the end of one's life.

The cardinal need of excellence in education is not only that of raising the quality of education to levels comparable with those of other advanced nations of the world, but also to provide excellence in education for the masses. The other equally important need is related to the 'Value added approach' to education. This approach demands that education should make a difference to the learner. It should make a perceptible change in his life. Education should matter to him in one manner or the other and should add value to his dreams. This value addition may be in the shape of knowledge, skill, attitude, behavior, wealth, character or learning. It could be in any degree but it ought to be imparted to a person through education. Since this study is primarily concerned with schools, the next discussion is related to concept of excellence in the context of schools.

1.7 Excellence in the Context of Schools

Schools are an important center for propagation of education. As the main social institution responsible for human resource development, schools have to take on the task of preparing the children for the emerging opportunities (Ganguly, 2004). The primary purpose of school education is to lay the intellectual foundation in children to develop their following capabilities:

- Perception, understanding and learning.
- Visualization, imagination and modeling.
- Communication through language, symbol, visual arts and performing arts.
- Specification of their desires, beliefs, values and plans.

In the context of schools, excellence can be understood on the basis of the two components of school education that are briefly described below.

- The Academic component, and
- The Managerial component.

1.7.1 The Academic Component

It refers to that educational output for which all the administrative policies are woven. It consists of many aspects viz.:

- Raising intellectual level of students,
- Preparing them to compete in the educational world,
- Providing them guidance for their aspired career, and finally
- Achieving desired results.

Academic component of excellence is related to teaching, learning and supervising which take place in an educational institution. Excellence in managerial component has an effect on the academic aspect. As the seeds are sown, so the crop gets ready.

1.7.2 The Managerial Component

Action and result derive from policies and their administration. To achieve institutional excellence, management and administration formulates conducive policies. Effective implementation of policies, rules and procedures are decisive elements of an excellent school. This involves pro-active role of the top management, who are the planners and the middle and lower levels of management, who are the executioners. It needs to acknowledge and promote the need for variety in terms of institutional forms and educational processes in the system. A truly excellent school possesses certain characteristics. Its members share a commitment to making the unit extraordinarily successful in accomplishing agreed-on organizational objectives. The focus is on quality through genuinely collaborative team effort. The concern for excellence in such an

organization is not the exclusive property of the leader. Instead, all members share this concern and are prepared to do what is necessary in order to help the unit exceed expectations. In an excellent unit, everyone worries about the whole and takes initiative to see that problems are dealt with and objectives met (Bradford & Cohen, 1987). In such an organization, the concern for task accomplishment includes a strong emphasis on quality-of products, services and members themselves. Dedication to quality work means that careful attention is paid to the quality of people and to personnel decisions. Members are recruited for their qualifications, not for similarity of social class, race, sex or religion. Managers make tough decisions about promotion, with seniority and loyalty given lower priority than competence. Thus, an excellent department has a minimum of deadwood.

It can be observed here that excellence in the context of schools can be understood through academic and managerial components. A number of factors are essential for achieving organizational excellence and the importance of each factor is relative to the type of the unit.

1.8 Attributes of Excellence

After going through the researches undertaken in the field of excellence, various attributes of excellence- academic as well as managerial- were studied and analyzed. The various attributes of excellence have their own significance and play a decisive role in achieving organizational excellence. Since the present study aims at understanding excellence from a management perspective, eight different attributes have been selected to generalize the study and discuss the factors that lead to creating and sustaining excellence in schools. These attributes have emerged to characterize the excellent schools. The intensity of these factors may differ in different schools, but they can be generalized for all excellent, innovative schools.

1.8.1 Vision, Mission and Core Values

Vision and mission are the two important anchors of an organization as they give a focus and sense of direction. In academic institutions of excellence, professional autonomy, faculty governance and excelling in teaching depend on the core values, which shape the mission, goals, vision of excellence and policies. Mission, when effectively articulated and internalized by the leadership and staff, can have enormous impact on the performance of the schools.

Why don't organizations achieve excellence? The big reason is the lack of vision or limited vision (Khera, 1998). An organizational vision of excellence incorporates the traits the organization would like to display or be known for. This vision has to be clear and noble, and ought to be shared by all the participants (Ninan, 2002). A noble vision finds expression in the various processes and projects undertaken by those imbued with the vision. A good vision is one where there is a difficult milestone, but one which is possible if you put the right teams in place, the right leadership in place and the right management in place (Piramal & Netrawala, 2005). Absolute integrity, probity and prudence are the very bedrock of an enlightened management. When an organization has internalized a mission, vision of excellence and/or core values, it is charged with a passion for excellence.

1.8.2 Entrepreneurship and Inspiring Leadership

Humans lead organizations and the quality of their leadership can make or mar organizational excellence. Leadership and the quality of leader play a decisive role in the level of excellence and strategy building of organizations. Leaders exhibit a unique blend of charisma, vision and character traits that attract people to follow them. Individual styles may differ but there are some core leadership behaviors that transcend personal styles (Piramal & Netarwala, 2005). Leadership styles, leadership tasks and related activities including building trust, making tactical decisions, broadening support, overcoming opposition, inducing flexibility and so

on are the main elements of leadership which differentiate an excellent organization from other organizations.

To manage excellence, a 'charismatic leader' is required who is a visionary as well as a realist in his outlook, sensitive as well as demanding, innovative yet practical in his thoughts, actions and deeds. A leader must have three qualities: innovation in the brain, compassion in the heart and passion in the belly (Mashelkar, quoted from Piramal & Netrawala, 2005). The excellent schools foster many leaders and innovators throughout the organization. They encourage practical risk taking and support good tries through their People Involvement Programs (Peters & Waterman, 1982). 'Inspiring Leadership' is one of the clusters of organizational attributes that distinguish outstanding organizations. (Ahmad & Chopra, 2004)

1.8.3 Organizational Culture

The dominance and coherence of culture proves to be an essential quality of excellent organizations (Peters & Waterman, 1982). The same applies for schools. The stronger the culture of the school and the more it is directed toward the marketplace, the less need is there for detailed rules and procedures. Every school has its own character and a distinct identity of its own. This is the sum total of the values and norms and the adherence to it, which have been internalized by all or most of the persons associated with the school. The 'school climate' describes the traditions and the deeply embedded characteristics of the school. The members of the school feel a sense of belongingness, pride in the identity, culture and purpose of their organization. This climate and ethos have a pervasive, deep and marked impact on the way students live their future lives (Ninan, 2002).

1.8.4 Innovation and Organizational Creativity

Though excellent performing organizations stay reasonably close to the basics they are aware of and they don't wander into areas unknown to them (Peters & Waterman, 1982), yet innovation, change and creativity are attributes that shape the

future of such organizations. Innovation is not only about doing different things, but also about doing things differently and doing well (Piramal & Netrawala, 2005)

Creativity is evenly spread and widely present in schools. It cannot be taught but can be learnt under conducive learning conditions. Each innovation and act of organizational creativity opens up fresh new vistas, perspectives and possibilities and strengthens the culture of improvisation, experimentation, innovation and constructive questioning. Thus, innovation is a constant endeavor in organizations that are excelling. Children need to learn “how to think” rather than to learn the products of other people’s thinking, be able to change and better their environment and live in friendly co-operation with their fellowmen. Pin-drop silence in a classroom is no more be the sign of a ‘competent teacher’. It is a considered as an inhibition to search of excellence in children. “For the first time in the history of mankind, we possess both the technology and the psychological knowledge to change entirely for the better the social make-up of mankind.”- Sri Aurobindo.

1.8.5 Social Orientation

Since schools are service organizations, there is direct interaction between the service providers and the service seekers. An intense need is, therefore, generated for developing a cordial interpersonal relationship. The excellent schools learn from the people they serve. They consider the time spent with their clients as precious and worth as it helps build up goodwill. They provide unparalleled quality, service and reliability and earn loyalty of the members of the society as well as long-term revenue. These schools measure internal and external customer satisfaction on a regular basis. Effective service orientation is ensured by-

- Intensive, active involvement of senior management.
- A remarkable people orientation.
- A high intensity of measurement and feedback.

(Peters and Waterman, 1982)

Excellent schools also consider 'quality management' and 'reliability of performance' as essential elements in maintaining and preserving their reputation.

1.8.6 Motivation and Reinforcement

There is a direct correlation between motivation and productivity. Motivation is like fire-unless you keep adding fuel to it, it dies (Khera, 1998). Excellent schools tap the inherent worth of the task as a source of intrinsic motivation for their employees. These organizations give lots of space to their employees to take initiatives. They emphasize more on the quality of motivation rather than the quantity. Through effective motivational methods the best talents and hidden capabilities can be nurtured and canalized to attain the right objectives and goals of the educational institution (Joseph, 2000). Regular reinforcement loses impact, so, unpredictable and intermittent reinforcements work better.

The management of excellent schools has a developmental, collaborative, galvanizing, but subordinate-centered image (Bradford & Cohen, 1987). The managers and administrators provide monetary as well as non-monetary incentives to the staff, which encourages the latter to work wholeheartedly. They create a positive environment in the organization that attracts, recognizes and retains the best people.

1.8.7 Communication Network

The excellent companies have a network of informal, open communication. The intensity and patterns cultivate the right people's getting into contact with each other, regularly, and the chaotic properties of the system are kept well under control simply because of the regularity of contact and its nature (Peters & Waterman, 1982). Also, communication in excellent schools starts with an insistence on informality and open door policies.

A key feature of excellent schools is the presence of well-established communication network- internal as well as external. Ashok Ganguly, Chairman, CBSE outlines “communication and presentation” as an important feature of good schools. There are well-defined channels of communication within the school, for example, between management and principal, principal and teachers and teachers and students. Also, the government, society, parents and well-wishers are communicated through published material and public relations departments.

1.8.8 Simultaneous Loose- Tight Properties

This attribute of excellent schools refers to the co-existence of firm central direction (centralization) and maximum individual autonomy (decentralization)- which can be called as “having one’s cake and eating it too”(Peters & Waterman, 1982). Centralization refers to the type of administration in which authority and control are centered in, and exercised by a central power of agency. Decentralization refers to the type of administration in which control is vested in local authorities. The central authority is there but it exercises minimum interference and delegates to its constituent areas the responsibility for administering their own affairs. The best thing to do is to have a balance of both centralization and decentralization.

The top management should both enjoy a good measure of autonomy and delegate routine authorities to the lower levels. Both centralization and decentralization should work together with planned understanding and cooperation. Excellent organizations balance themselves as both rigidly controlled as well as allowing autonomy, entrepreneurship and innovation. They are simultaneously externally focused and internally focused. For example, externally in that they provide service and quality to the parents of children; internally, in that each staff member has to perform his/her maximum efforts.

Summing up the discussion, it may be noted that the eight attributes of excellence- vision, mission and core values; entrepreneurship and inspiring leadership; organizational culture;

innovation and organizational creativity; social orientation; motivation and reinforcement; communication network and simultaneous loose-tight properties- have been generated after considering a number of factors common to excellent schools. Since schools are unlike profit making business organizations, the concept of excellence in schools has been accordingly discussed.

In the present chapter, the researcher has discussed the concept of excellence as presented by a number of thinkers and experts. Also the various dimensions of excellence, individual, team and organizational, and the six different forms of organizational excellence are discussed. In the later half of the chapter, the various facets of schools, need for management of schools and management processes in the schools are mentioned. Finally, the concept of excellence in schools and the eight attributes of creating and sustaining excellence are highlighted. The next chapter is a review of the studies and researches conducted in relation to the present study.

CHAPTER - 2

Literature Review

Literature Review

The chapter attempts to critically review research work done in the area of organizational excellence in general and excellence in schools in particular. The researcher observed a dearth of studies under the specific nomenclature. The review of literature covers studies in related areas as well, that have some direct implications for the current study.

2.1 Studies on Organizational Excellence

Numerous studies have been conducted over the years to identify the keys to organizational excellence. Most of these studies have been of corporations; but there have also been studies of excellent or effective academic institutions, hospitals, developmental programs, etc. An illustrative sample of these studies and researches is briefly presented below to identify the main attributes of excellence, its creation and sustenance, in organizations.

Peters and Waterman (1982) identified 43 U.S. companies that had a fine track record over 1961-1980 on several financial criteria and were also known to be innovative and responsive to changing external conditions. On the basis of analysis of these companies, they proposed eight characteristics of excellent corporate management. The first was “bias for action” (‘do it, fix it, try it’). The second was being “close to the customer” and emphasis on learning from the customer. The third trait was “autonomy and entrepreneurship”. These companies nurtured many leaders and innovators throughout the organization. The fourth was “productivity through people” achieved through effective human resource management. The fifth trait was “hands-on, value driven” management or management-by-moving around (MBWA). The sixth characteristic was “stick to the knitting” that is, stay reasonably close to the business that management knew well rather than go for unrelated diversification. The seventh attribute was “simple organization

structure and systems” and lean staff at corporate headquarters. The last trait was “simultaneous loose-tight” properties, with characteristics of both decentralization and centralization blended together. This is considered to be a path breaking study in the field of organizational excellence. It helped crystallize attributes leading to creation and sustenance of excellence.

A similar study conducted by Ahmad and Chopra (2004), studied 19 highly admired organizations operating in India. They identified five distinguishing characteristics of high performance organizations, namely:

- Inspiring Leadership: The Driving Force
- Innovative Strategy: Conceptualization of Business
- Distinct Identity: Purpose, Values and Culture
- Process-driven Execution: Processes, Logistics and Technology
- Win-Win Relationships: Satisfying all Stake holders

Using this framework, authors explained the basic organizational attributes that help sustain performance over long periods. The study established the need in Indian organizations for developing the leadership pipeline and creating a performance culture.

In a study of 79 American manufacturing companies, divided into high performance and low performance groups, Khandwalla (1992) studied a number of elements of management that had been offered as ‘panaceas’ over the years. These were decentralization, participative management, control systems, management information systems, vertical integration, etc. The study concluded that these organizational variables were much more strongly correlated with one another in the high performance companies than in the low performance companies.

Maheshwari (1980) conducted a study on organizational performance in India. He related the decision-making styles of corporates to organizational performance. This study covered a dozen Indian corporations, half of them in public sector and the other half in private

sector. It administered a questionnaire, to measure how far each organization had a participatory and an entrepreneurial style of decision-making. High scores on the participatory style indicated a management committed to decentralization, operating autonomy for managers, a consultative leadership and group decision-making, while low scores indicated a centralized, autocratic mode of management. High scores on the entrepreneurial orientation indicated a management that was good at anticipating problems, quickly responding to them and strongly committed to getting results. Low scores were seen as conservative, traditional, slow and bureaucratic. Organizations that employed a participatory as well as an entrepreneurial mode of decision making performed better in terms of profitability and growth than those employing an authoritarian and conservative mode of decision-making.

Leaders and leadership styles have played a decisive role in bringing about dramatic changes in organizations. Singh and Bhandarkar (1990) intensively studied five Indian transformational leaders who had effected substantial changes in organizations and their performance. Overall, the study listed eleven most widely noted traits of the five leaders:

- Empowerment of people;
- Risk taking ability;
- Clarity about mission, purpose and goal;
- Team builder;
- High degree of balance;
- Good PR person;
- Caring and concerned;
- Open and receptive;
- Good planner;
- Confident and trustworthy and
- Accessible.

Another study conducted by Soltani, Van der Meer and Williams (2004) examined the importance of senior management's commitment to successful implementation of TQM

initiatives. The study concluded that the interrelationship between CEO commitment, employee commitment and effectiveness of TQM programs is usually a very close and linear one, not least because if a TQM organization wishes to improve, it has no choice but to be committed fully from topmost level to the shop floor.

Researchers have also studied the managerial practices adopted by companies, as these can help in creating excellence in organizations. Negandhi and Prasad (1971) selected 15 pairs of Indian companies, in which in each pair, one company was under indigenous management, while the other in the same industry was a subsidiary of a US company and so, reflected American management practices and developed a subjectively assessed measure of excellence which they called 'managerial effectiveness'. They concluded that American subsidiaries generally outscored their Indian counterparts on progressiveness of management philosophy, organizational practices and managerial effectiveness. Also, companies that had progressive management philosophies tended to have progressive organizational practices and managerial effectiveness, while those that did not have progressive management philosophy tended to be low on progressive managerial practices and managerial effectiveness.

Some researches have outlined HRD practices prevalent in the organizations as an attribute of organizational performance. Enthemkuzhy (1989) studied the relationship between HRD practices and organizational excellence in 68 Indian organizations. He constructed an index of growth in company profitability as a measure of organizational excellence. He found that while HRD profile was not correlated with organizational excellence, HRD climate was.

Van der Meer and Gudim (2001) in their study, titled "Sustaining Excellence in Practice", discussed the relevant academic literature on organizational excellence and presented a longitudinal case study of a clothing manufacturing plant. It observed that:

- Nature of organizational excellence is "multifaceted" and cannot be simply equated with TQM or any other specific management approach.

- Although developing a Total Quality culture may yield significant benefits, improving operations does not, on its own, lead to sustainable organizational excellence. Organization has to build its own, “unique strategic” position.
- Sustainable organizational excellence depends on building dynamic capabilities for “organizational innovation”.
- Top management performs two “vital roles” in sustaining excellence- an ‘administrative’ role of maintaining and exploiting existing organizational competencies, and an ‘entrepreneurial’ role of both continually developing and transforming existing organizational competencies and searching for new competencies to keep pace with the changing environment.

McDonnell (2006) in his study stressed, that excellence is a competitive advantage. The study proposed ways to achieve organizational excellence. The author suggested a six- step program, developed by him in his 30 years of directing and advising diverse firms. The study provided an insight on leadership, communication, employee motivation, strategic planning, participation in decision-making, marketing, HR and staffing. Royal and Stark (2006) studied some companies that excelled at conducting business in the global scenario. The study reported that the companies that were most effective in conducting business globally excelled in the key areas of strategic, operational and people management. The authors recognized above-mentioned capabilities as important for any company that aimed to be a global player. Duffy (1996) crystallized characteristics of high performance organizations. These characteristics were placed into four categories - environment, management, structure and human resources. Out of these, two of the important ones namely environment and management were described in detail.

The features of environment were described as follows:

- Close to customer
- Making a proactive response
- Having a clear business focus

The features of management were identified as:

- Leadership Vision
- Bias towards action
- Minimal rationality

Pemberton, Stonehouse and Yanow (2001) conducted a survey of 700 companies from manufacturing and service sectors of North-East England. Their paper examined the relationship between benchmarking and organizational learning. It also examined several variables associated with organizational learning. The paper argued that benchmarking brings the greatest benefits to an organization's performance when combined with effective organizational learning. Also, it emphasized vision, training & education, a problem solving culture and HR strategy as some of the key elements associated with benchmarking and organizational success. Kao, Sinha and Sek-Hong (1994) studied the role of social values in achieving effectiveness in organizations. The study provided a spectrum of the latest academic perspectives on the role of social values for effective work organizations in a cross-cultural context. The focus was on the Asian continent. Experiences and insights developed in other non-Asian societies had also been incorporated. It stressed that social values always help determine the degree of success in the performance of organizations.

Management is an exciting, enticing and challenging function. For those in the top management, it is a case of "the higher up, the closer to the door". For the principal shareholder, it is a life full of tensions, pressures and fears. For the lower management, the work is full of stresses and strains. All this can be avoided. Brown (1979) believed that excellence in management could be achieved. The ideas presented by him were a product of his exposure to the management operations of many corporations, a school board, a division of a large university and several social agencies and his experience as an executive of an international business organization. The book stimulated thinking about the managerial function thereby creating a new environment for operating as a manager. Francis (1994) provided a step-by-step competitive strategy for excelling in this world of

corporate competition. He explained core competitive strategies. The book argued that a winning competitive strategy for achieving excellence would rarely emerge out of one brilliant idea. More often, it would be a conglomeration of hundreds of ideas aligned in the same strategic direction.

2.2 Studies on Excellence in Schools

Several researches have been done and books have been written on the subject of excellence in schools in India and abroad. Some researches have stressed on how excellence can be achieved in schools and on why some schools could not achieve excellence. There have been researches on the role played by organizational factors like organizational culture, leadership, managerial styles, etc. on creating excellence in schools.

TTTI, Madras faculty team (1986) conducted a case study on polytechnics. They studied selected polytechnics in the southern region of India. Some key areas that contributed to effectiveness were- Curriculum Implementation; Resource Utilization; Staff Development & Deployment; Student Personnel Administration and Institutional Management. The study uncovered the devices and strategies adopted by the polytechnics for progressively attaining perfection and excellence in their performance. On the other hand, Brabeck and Shirley (2003) conducted a study on excellence in schools and offered insights on why schools, colleges and departments of education failed to achieve excellence and how excellence, involving building strong partnership with schools and community could be achieved.

Another study was conducted by Bobbett and Ellet (1997) on America's schools to develop a model for analyzing statewide educational reform initiatives. The study proposed appropriate means and ends to achieve greater equity and excellence. Yet another study by Sharon (1998) aimed at understanding effective schooling. The study explored complexities involved in discovering the determinants of the 'differential success' of schools. It concluded that neither management nor teaching nor the social context of schooling alone contributed to success or otherwise of schools. The study demonstrated the

intricate and intimate connections between the school managers and teachers. It also highlighted the role of socio-economic environments within which schools operate.

The perusal of writings and researches on the subject reveals that the terms 'excellence' and 'quality' have been used interchangeably. A study of Mukhopadhyay (2005) focused on quality in education and how educational institutions can improve and sustain quality. The writer adopted the TQM philosophy and methodology, which originated in industry-to suit education and anchored it in the Indian cultural ethos. He espoused a human-intensive quality management approach and proposed a practical and flexible management model that could be employed by educational institutions after required adaptation.

Ekambaram (1980) conducted a study to determine the effectiveness of the inputs, training and regular feedback program, in bringing about changes in respect of organizational climate, leadership behavior and staff's morale. The study employed pretest- posttest experimental-control group design. The study found that the staff exhibited change in behavior as a result of behavioral training given to teachers and regular feedback. This further led to significant changes in the classroom climate, one of the most prominent being productivity.

Sequeira (1986) studied managerial styles and achievement motivation of educational institutions in relation to institutional efficiency. A sample of 15 educational managers and 15 industrial managers, rated as relatively efficient by a panel of experts, was selected for the study. He used tools like Blake-Mouton Self Assessment of Key Managerial Orientation (SAKMO) and Murray's Thematic Apperception Test (TAT). It was found that there was no significant difference between the dominant managerial styles of educational managers and industrial managers. There was significant positive relationship between the 9.1 managerial style and high need for achievement (n-Ach) scores.

Researches have also been conducted on the kind of managerial techniques to be used in educational institutions. Caputo (1980)'s study was a comparison of traditional and modern school management techniques for use by administrators. He concluded that the

traditional style was represented by the management style of 'The Wizard of Oz', and the modern style by five goals of "school- based management". Dwivedi (2000) described innovative trends and perspectives in business schools. He indicated how several innovative Indian business schools, like IIMs, Bajaj, FMS, XLRI, etc. were turning themselves inside out to meet the challenges posed by globalization and technological change. The book ascertained that excellence of human resources is a prerequisite to accomplish sustainable competitive advantage in a swiftly changing global economy. The study highlighted the need for achieving excellence and how managers need be geared to the situational requirements in this fast-changing environment. The new age manager's task is drastically different than what it was of his counterpart in the industrial age prior to nineties. An attempt had also been made to indicate what helps and hinders effective learning at business schools. A research study by Sehgal (2002) attempted to construct a conceptual framework of school excellence. The writer provided research design for her study in three phases. The first phase is providing a theoretical framework of the concept of school excellence. In the second phase, different attributes of school excellence have been outlined in detail. Finally, in the third phase, a case study of a school that exemplifies excellence is presented.

Principals are the heads of educational institutions. Researches have been conducted to study their role and their importance in development of schools. Their role has been compared with their counterparts in the corporate world. Synder and Anderson (1987) opined that Principals too could learn from the experiences and day-to-day working of the corporate world. In their study, they illustrated the points dealing with organizational behavior and corporate management that are applicable to the effective management of elementary schools. The study related principal's administrative skills with that of the manager's in the industry. The similarities between effective school management and corporate management had also been highlighted through this study. Denbo and Ross (1983) conducted a study on how the Principal could achieve equity and excellence in schools. The suggestions presented here were designed to assist principals in improving school effectiveness through a well-planned, well-executed strategy including program of staff supervision and curriculum development. Awasthi (2004) studied various leadership

styles of principals and the organizational climate of schools and inferred that there is a direct relation between the leadership qualities of principals and school's performance.

Cunningham and Gresso (1993) studied cultural leadership and the role of leaders in bringing a culture of excellence in schools. This study confronted administrators who seek to create a culture of excellence in schools. They examined the role of effective leadership in achieving significant educational improvement thereby creating excellence. Rosario (1986) reported that studies on excellence in education lack substance and proper focus. He suggested that focus should be more on organization and its underlying factors that include school culture. A case study of a secondary school King Harold School, Waltham Abbey was presented by Beresford (1999) that suggested that as a management tool for school improvement, a modified form of target setting would be the best option. For this, a school culture where there is openness to external ideas and where there is an interest or willingness to experiment in the field of teaching and learning was needed.

Duke (1989) reviewed research on the school organizational factors related to well-disciplined school environments and discussed the kinds of leadership functions needed to establish environments conducive to good school discipline. Researches have also linked excellence in schools with academic performance. Knight (1987) pointed out that excellence in schools must be defined more broadly. It should not cover only the scores students earn on achievement tests. He also commented that academic achievement has been increasing in schools but at the same time, dropout rate is also rising.

A distinct topic of study in excellence in schools is related to the racial inequality and its effects on excellence. Klein (1997) conducted a study on excellence in schools and racial equality. This study was a critical response to the 1996 white paper entitled 'Excellence in schools' which pointed out educational deficiencies, racism and overall poor education for minorities and ethnic groups within the UK educational system.

Some researches on excellence in schools and education have been area specific. Pol (2001) in his study focused on changes in school management, evaluation and monitoring

in Czech education. The study stressed on the need for removal of the dysfunctions of the existing education system in Czech Republic. Sim (2001) in his study on 'Thoughtful Schools' highlighted the schools and education system in Brunei Darussalam. The paper concluded that thoughtful schools emphasize the concepts of creativity, reflectivity, responsibility and reciprocity in the areas of teaching, learning and school management. A study on educational research was conducted in the states of North-Eastern India by Malhotra and Mittal (2001). It talked of creativity in management along with the factors responsible for it in the schools of North-East India.

Lack of proper school environment is one of the hindering factors in achieving excellence. In her research on schools and classroom discipline, Cotton (1988) talked about disorder and danger in some school environments like drug use, cheating, truancy and intimidation. The research literature made distinction between these schools and the well-disciplined, smooth-running schools. The research studied the factors behind effective classroom and school-level disciplinary practices as-

- Commitment on the part of all staff.
- High behavioral expectations.
- Clear and broad based rules.
- Close ties with communities.

Excellence in schools has been studied from the point of view of female representation as well. There are two contrasting researches in this area. The lack of female representation in administration is a hindering factor for the nation in achieving excellence in its schools. This finding was based on the study by Ginn (1989). On the other side, Tetreault and Schmuck (1985) in their research work had found that gender is not relevant category in the analysis of excellence in schools.

Danuse (2002) stressed on the use of action research for improvement in schools. The main focus was on managing the process of change and quality in schools. This could be achieved by adopting new ways of promoting professional development of school leaders

through university-school partnership and self-evaluation methods. Head teachers could be developed as team leaders in action research that is designed and realized in each school. The main orientation in this study was on 'quality' improvement.

A survey of the literature on excellence in schools reveals that the topic has been studied by a number of well-known researchers. The researchers have covered the concept of excellence in schools and have explored factors contributing to excellence in schools. Several attributes present in these schools have been crystallized by them. However, it is also evident that so far very little research has been conducted in the field of creating and sustaining excellence in schools. The key concern is of 'sustainability' and not just discovering the secret of excellence.

Modern schools are facing the challenge of local as well as global competition. A large number of schools are struggling to survive in this challenging environment. Expectations of parents and society have increased manifold. The issue of sustaining excellence in schools is becoming increasingly important in the highly dynamic, competitive and unpredictably changing environment not only in India but also across the globe. Therefore, there is a need to understand factors and characteristics that lead to creation and sustainability of excellence in schools. That shall help evolve a unique model of creating and sustaining excellence in schools.

The succeeding chapter relates to the methodology adopted for pursuing this study on excellence in schools. The problem statement, research objectives, rationale, benefits, procedure of conducting the study and limitations of the study have been outlined.

CHAPTER - 3

Methodology

Methodology

3.1 Problem Statement

In today's competitive world it becomes essential to achieve excellence in varied spheres of activities. Schools, like other organizations are called upon to offer high quality education. Schools are bedrock of nation building. The excellence in school education has a multiplier effect on the nation's progress. The long-term holistic development of nation is critically dependent on excellence in this sector of the country. Keeping in view the need and importance of excellence in schools in India, a concern arises for developing 'a model of excellence' for existing and prospective schools. The present study is aimed at studying the management component of some excellent schools and thereby developing a unique model that exemplifies such schools. It is presumed that this model would help crystallize parameters that create and sustain excellence in schools.

3.2 Research Objectives

This study aims at studying the dimensions of excellence in selected schools and extracting the attributes of excellence present in them. Some attributes of excellence are common in all these schools. Still some attributes are unique to each of them. The research aims at evolving and crystallizing a model of excellence based on identification of attributes through this study. Specifically, the present study aims at:

- 3.2.1 Identifying dimensions of excellence in general organizational context, as also in the context of schools, in particular.**
- 3.2.2 Identifying the attributes of excellence in selected schools.**
- 3.2.3 Developing a Model of Excellence that may be adopted by existing and prospective schools.**

3.3 Propositions of the Study

Keeping in view the above-mentioned objectives of the study, the following propositions were framed:

- 3.3.1** Vision, Mission and Core Values have a determining role in creating and sustaining excellence in schools.
- 3.3.2** Entrepreneurship and Inspiring Leadership have a determining role in creating and sustaining excellence in schools.
- 3.3.3** Organizational Culture has a determining role in creating and sustaining excellence in schools.
- 3.3.4** Innovation and Organizational Creativity have a determining role in creating and sustaining excellence in schools.
- 3.3.5** Social Orientation has a determining role in creating and sustaining excellence in schools.
- 3.3.6** Motivation and Reinforcement have a determining role in creating and sustaining excellence in schools.
- 3.3.7** Communication Network has a determining role in creating and sustaining excellence in schools.
- 3.3.8** Simultaneous Loose- Tight Properties have a determining role in creating and sustaining excellence in schools.

3.4 Rationale of the Study

Researches have been conducted in this field of excellence in organizational context. These researches were perused and presented in the previous chapter. However, the researcher noted dearth of studies in the context of schools in particular. The researcher could not lay its hands on studies addressing the issue of excellence, from management's perspective, in the context of schools. This study aims at identification of attributes of excellence for creating and sustaining excellence in schools. This study intends to develop a 'Model of Excellence' that will help the management of existing and prospective schools to develop excellence in their organizations. In the present scenario, a large number of schools have been established but there is dearth of 'quality' in them. There is need to give special attention to certain managerial aspects of these schools. The study intends to help managers and administrators of these schools in creating excellence in their respective organizations and sustaining the same.

3.5 Research Design

'Exploratory' research design has been used in this study. Case study method has been employed to obtain information. Through this research design, the researcher has been able to probe new ideas and insights. Different aspects of the problem, like information with respect to academic inputs, social orientation of schools, etc., have been studied and examined carefully. Further, unstructured instruments like personal interactions with stakeholders, have been used for collection of data.

3.6 Data Collection Instruments

This study primarily uses case study method of data collection. It is a widely used form of qualitative analysis and involves a careful and complete observation of a unit or institution. The credit for introducing this method to the field of social investigation goes to Frederic Le Play who used it as a handmaiden to statistics in his studies of family budgets (Kothari,

1990). Anthropologists, historians, novelists and dramatists have used this method concerning problems pertaining to their areas of interests.

The case study method has been adopted for this study as it enables intensive investigation of each school. Details regarding background, academic inputs, social orientation and structural features of the schools have been collected and studied in a fairly exhaustive manner through this method. Relevant data related to presence of the eight attributes of creating and sustaining excellence in schools, has been collected by the researcher with the help of checklist (Annexure-I). The level of presence of the attributes/sub-attributes in each school is marked on a five- point scale ranging from 1 (lowest level) to 5 (highest level) on a continuum.

- | | |
|---|-------------------------------|
| 1 | represents very low presence |
| 2 | represents low presence |
| 3 | represents average presence |
| 4 | represents high presence |
| 5 | represents very high presence |

The researcher conducted personal interactions with different stakeholders, like CEOs, principals, teachers, students and parents to gather information regarding schools. From this case data, inferences have been drawn. The approach is primarily qualitative. Through case study, the researcher is able to obtain a real feel of the working of the school. Personal experiences, revealing the inner strivings, tensions and motivations of various constituents of the school have been recorded by the researcher. Different research methods like printed documents, study reports of individuals and institutions, etc. have also been used for data collection.

3.7 The Sample

The study comprised of 5 units (schools), the names of which are given below.

Table 3.1 List of Schools

S.No.	Name of the School
1.	Eklavya School, Ahmedabad
2.	City Montessori School, Lucknow
3.	Mayo College, Ajmer
4.	Amity International School, Noida
5.	Labour India Gurukulam Public School, Kottayam, Kerala

3.8 Rationale for Selecting the Sample

The sample had been selected after considering the requirements of the research project. The schools chosen for this research have demonstrated sustained high performance and competitive edge over a reasonably long period. The researcher, herself running a CBSE affiliated senior secondary school and being a member of the Independent Schools' Federation of India, Delhi (an all India federation of unaided CBSE and CISCE schools), had prepared a list of reputed schools which were being managed in a professional manner and had a special standing in the world of schools. Elaborate discussions with eminent academicians and office bearers of CBSE, CISCE, NIOS, NCERT and State Education Boards contributed in selecting a list of well-managed schools.

The researcher found certain distinguishing and surpassing features in these schools, which led to their selection for study. The contents and outlook of Eklavya Samachar, weekly

newsletter of Eklavya School, Ahmedabad, attracted the researcher, who further accessed its website. A number of innovative ideas like home visits, mother's workshop, block room, etc., being practiced at Eklavya School attracted the researcher to choose the school as a sample unit. This school represents the western part of India. City Montessori School, Lucknow claims to be the world's largest school (CMS Bulletin, March 2003). It also holds a number of firsts, like first school in the world in initiating the Quality Control movement in education, first school in the world to be honored with UNESCO Prize for Peace Education 2002, first school in India to receive first ever Derozio Award and so on. Its reputation attracted the researcher to study its managerial aspects and so, the school was chosen as sample for study. The school's location towards the central-eastern India suited the requirements of the study. Mayo College, Ajmer is marked as a prestigious school for a long time. While perusing the book 'Guide to Good Schools of India' (Dutt, 2001) and an article in 'Outlook' magazine (Palety, 2001), the researcher found its distinguishing features, like its grandeur, its residential arrangement, unique sports facilities, Exchange Program, etc. The location of Mayo College in north-western India, too, guided the researcher to select Mayo College as a sample unit for this study.

The fourth school, Amity International School, Noida, located in Northern India, has a young history, but it is a fast growing group. Its innovative activities like activity-oriented teaching and emphasis on exposure with the world community, have been highly acclaimed. The researcher found the school suitable as a sample unit for study of excellence. First hand information about the school was accessed from its website. Finally, Labour India Gurukulam Public School, Kottayam, Kerala was chosen as a sample unit. The school's record of becoming overall champions at the National CBSE Athletics Meet consecutively for three years, its Gurukulam (residential facility), etc. attracted the researcher to peruse its site. Certain innovative ideas introduced by the school showed their excellence. Further, the school represented the southern part of India. Thus, almost whole of India was covered in the five sample units.

Originally, following units (schools) were chosen for study- Eklavya School, Ahmedabad; Mayo College, Ajmer; Doon School, Dehradun; Mother's International, N.Delhi and

Labour India Gurukulam Public School, Kerala. But, the researcher had to make minor amendments in the original list of schools as some schools did not respond favourably and did not show interest in the research work. Ease of conducting survey and response received from the schools also guided the decision behind selection of the sample. So, purposive sampling was adopted to draw the sample. Though random sampling is an accepted form of sample selection, but since the present study is a qualitative one and units of the population are widely dispersed and heterogeneous (*Annexure-II*), the sample was selected on the basis of the judgment of the researcher, after ensuring that no bias was involved in the selection of sample units.

3.9 Data Sources

For the purpose of this study both primary as well as secondary sources of data collection has been used. The primary data has been collected from the five selected schools, namely Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukulam Public School, Kerala. Primarily, in-depth interview and field observation were used for collecting primary data. For secondary data sources, magazines and newspapers had been used. Also, for this purpose, printed reports of educational regulatory bodies and research institutions like CBSE, CISCE, NCERT, NIOS, IGNOU, etc. had been of significant help to the researcher. Besides, NASSDOC-ICSSR library and reports and articles prepared by research scholars, universities, etc. were very helpful for collecting secondary data.

3.10 Pattern of Analysis

The study used case study method in which the sample units were studied in detail along with observation and interview methods. The researcher identified several dimensions of excellence that emerge as common features in outstanding schools. The researcher scanned various books, articles and other printed material on organizational excellence to evolve a holistic understanding of various dimensions of excellence. The eight attributes of excellence of organizations developed by Peters and Waterman (1982) viz., A Bias for

Action, Close to the Customer, Autonomy and Entrepreneurship, Productivity through People, Hands-on, Value-driven, Stick to the Knitting, Simple Form, Lean Staff and Simultaneous Loose-Tight Properties guided the researcher in developing the attributes of excellence. Also, the five fold distinguishing characteristics of high performance organizations as identified by Ahmad and Chopra (2004) viz., Inspiring Leadership, Innovative Strategy, Distinct Identity, Process-driven Execution and Win-Win Relationships helped the researcher in generating the eight attributes of organizational excellence. Finally, the eight attributes for creating and sustaining excellence in schools were derived. The researcher studied the five selected schools to find out the depth of presence of these excellence attributes in these schools. Thus, content analysis was carried out which consists of analyzing the contents of documentary materials like books, magazines and contents of all other verbal materials. This type of analysis is mostly qualitative. Thus, this research study primarily uses a qualitative approach in analyzing and presenting the findings.

3.11 Benefits of the Study

The researcher intends to develop a 'Model of Excellence' by incorporating the attributes needed to create and sustain excellence in schools. It is expected that this study will prove beneficial in a number of ways.

- The study uses case study method to assess dimensions of excellence in schools. Research shall rely on generating primary data through elaborate field visits and observations. This qualitative approach shall be deployed, perhaps for the first time, in undertaking such a study. The approach, so evolved can later be developed and perfected further to undertake even more intense assessment.
- This study will contribute in providing a benchmark for assessing level of excellence, across relevant dimensions, all through a large number of schools in India and abroad. The management of schools can adopt this model for creating and sustaining excellence in their institutions.

- It is hoped that researchers, academicians and other scholars will be benefited by this research work. They can use the information generated from the study in their respective arenas. They can deploy this approach to conduct similar studies in their area of operation.

3.12 Limitations

Every research study has some limitations and shortcomings of its own despite the best efforts of the researcher. Some constraints like time and cost inhibit the research process. Every possible effort was made by the researcher to minimize, if not eliminate the limitations. Still, like other researches, this study too suffers from certain shortcomings. Despite these limitations, it is hoped that this research study will contribute immensely in raising the research standards related to the topic. Also, it is believed that this study will contribute to raising the levels of excellence in management of a large number of schools in India and abroad. The understanding and proposition developed through this work will help in managing and developing excellent schools in the increasingly difficult and turbulent times. The attributes of excellence crystallized through this study will act as a Model of Excellence that can be adopted by school managements.

The main limitations of this study may be summed up as following:

1. The present study could have been made quite extensive. More schools could have been included in the sample covering more regions of India, especially eastern India.
2. The researcher personally visited the five schools spread all over India (Annexure-II, showing location of schools) and collected data in accordance with the checklist (Annexure-I). The all-India nature of study and non-involvement of field staff in conducting interviews led to minimizing interviewer's bias.

3. Sample selection is not based on random sampling. As a result, some shortcomings might have crept in the sample selection, though the researcher has tried to overcome personal bias.
4. The researcher visited the five schools, spread out all over India. The study has been conducted over a period of three years. Many changes may have occurred during this long span of time.
5. The basic tool used for collection of data was “Case Study Method”. Case studies lack statistical reliability and validity. Generalizations cannot be made on the basis of case studies. Other methods like descriptive survey method using questionnaire and schedules could have been used.
6. Case research is a time consuming job and it is generally not possible to carry out a large number of in-depth case studies in a research project. So, the researcher has studied five sample units.
7. The study was restricted to private unaided schools of CBSE and CISCE¹. The schools of state education boards and government owned schools were not taken up for this study for obvious reasons. So, it is not possible to generalize the results for all the schools.
8. Extent of cooperation extended varied from one school to other. So, depth of data collected differed and this was a limitation during the course of this study.
9. Observation method of data collection is adopted in this study. Sometimes, unforeseen factors may interfere with the observational task, though observation is made with the use of checklist.
10. Qualitative researches are difficult to compare. Since the researcher has adopted qualitative approach, this drawback has to be taken in consideration.

The next chapter comprises of case studies of the five schools, which the researcher studied for the purpose of this research project.

¹ Private- run by individuals or private trusts/societies. Unaided- no financial aid given by government. CBSE, CISCE- All-India education boards controlling recognition and exam rules of schools.

CHAPTER - 4

**Selected Schools :
A Profile**

Selected Schools: A Profile

This chapter presents the case studies of five selected schools, namely, Eklavya School, Ahmedabad, City Montessori School, Lucknow, Mayo College, Ajmer, Amity International School, Noida and Labour India Gurukualm Public School, Kottayam, Kerala. These cases outline the background, vision, mission and philosophy of the schools. Also, social orientation, academic aspects and structural features of the selected schools are presented.

4.1 Eklavya School, Ahmedabad

Eklavya School (ES), Ahmedabad is a non-conventional, co-educational English Medium day school for boys and girls. It was started in June 1997 with 34 children in Class I to III. The school aimed at providing a conducive ambience for the all-round personality development of children. Eklavya Education Foundation, a non-governmental, non-partisan, not-for-profit organization, established under Section 25(N) of Companies Act, was initially supported by 'Core', an ISO 9002 certified company based in Ahmedabad, Gujarat. The Foundation aimed at setting up and running educational institutions with high standard of excellence.

The concept of a school with a distinct philosophy, embedded on the theme of developing a 'complete person', was conceived by Mr. Sunil Handa along with three students of Indian Institute of Management, Ahmedabad (IIMA), who left their jobs in different multinational companies to join him as "Educational Managers". In 1996 these students along with Mr. Handa, who teaches a course on entrepreneurship, Laboratory for Entrepreneurial Motivation at IIMA as visiting professor (since 1992) started Eklavya Education Foundation (EEF) with an idea to put up and run, in an idealistic manner, a high quality school and a teacher-training institute.

For about 15 months, these three people visited about 150 schools and colleges all over India and in 7 other countries. They studied different aspects of schools and spent their time meeting Principals and senior teachers. They primarily wanted to understand as to **“What is a School”?** A brainstorming team was set up in Ahmedabad, consisting of 20 people representing a cross section of society e.g. a Jesuit priest, a cycle shop owner, a professor from IIMA, a high court justice, a police officer, etc. One day in a month was reserved for the meeting of this team during which these three people made presentation of all that they saw, heard, read and visited in the previous month. ‘These were some of the most intellectually stimulating days of our lives’, reminisced Mr. Handa. Over this period, was born the concept of a school. The school was launched in the year 1997 and is located at a distance of 17 km. from Ahmedabad, amidst paddy fields of Santhal village in Sarkhej. After adding one class every year, the school is presently providing education till senior secondary level with affiliation from Council for Indian School Certificate Examination (CISCE). Its first batch of Class XII passed out in the year 2005.

4.1.1 Vision, Mission and Core Values

Eklavya’s mission is to bring a fundamental and structural change in the field of school education. It believes that education is an infrastructure, at least, as important as nation’s roads, electricity and telecom. EEF, the parent organization of ES, intends to revolutionize primary education in the country. It undertakes three sets of activities.

- It prepares and trains teachers for tomorrow.
- It felicitates and acknowledges the contribution of primary school teachers working in Government run schools in Gujarat.
- It runs a model school to provide a benchmark to answer the question as to what a school should be like.

Eklavya believes in the Chinese thought –

“If you are planning for one year, plant grains.

If you are planning for ten years, plant trees.

If you are planning for hundred years, plant men.”

Education is required for planting such men. Teachers are a vital component of that educational system. They act as catalysts to accelerate the process of development of child. Eklavya believes that teachers are the real makers of a child. A teacher has an even critical role than the parents. Parents create the body while the teachings of ‘Guru’ develop the related aspects, i.e. emotional, mental, physical and social avenues.

Eklavya School aims at developing a ‘complete person’. Its objective is to make each boy and girl who passes out of the school ‘an Eklavya’, i.e. a person who understands his/ her responsibility towards society and is empowered to take up the challenges put forward by the society. Eklavya believes that the role of a teacher is to facilitate the blossoming of the child to help her/him discover the reservoir of talent within herself/himself and enjoy the nurturing of this talent. Education is a journey in which the child and the teacher travel together to discover the joys of the world, the pleasure of learning, the sense of fulfillment derived from knowing something, being able to do something and a sense of aesthetic pleasure. To that end, ES has adopted the Maria Montessori approach to primary school education. Dr. Maria Montessori felt that to understand men, one must understand the child for it is only in childhood can one read the mind in its undisguised state. Children should be provided good materials, books and experiences, as they like to learn. Maria believed that adults need not interfere in the child’s play. The child ought to be left on his own so that he develops in a congenial environment. Maria’s emphasis was on designing materials that allowed the child to learn on her own. Children prefer work to undirected play and have a strong sense of order and structure of their own. Maria designed a lot of aids for the implementation of the Montessori method keeping the child and his needs in mind.

Eklavya also emphasises on learning by the child himself, with active engagement of all the sensory perceptions. The focus of learning is on development and refinement of the senses in addition to building up of motor skills in the child. The use of Montessori aids helps the children in learning to correct their own mistakes and to understand concepts through 'trial and error' and repeated working. At ES, a "Block Room" with a number of block games is provided for primary children. Every day children spend sometime there and play with blocks thereby solving many puzzles and riddles.

Eklavya believes that the process of education requires a person who guides the child, facilitates her/him and inspires her/him regarding what she/ he needs to do. Teaching connotes this abiding relationship. Yet, the teacher acts only a facilitator. His role is to ensure blossoming of the potential in the child without too much of interference. There is a statue in Akshardham temple in Gandhinagar, Gujarat that shows a boy, half-carved out of raw stone and half still inside. The boy has a hammer and chisel in his two hands and he *himself* is carving *himself* out of the stone. The philosophy of Eklavya is derived from this statue. The name 'Eklavya' symbolizes the philosophy of the school. The founders scanned the wisdom literature of the world and zeroed in on the inspiring example of Eklavya. Eklavya was a young tribal boy who lived in the forest. He was refused to be taught by Guru Dronacharya. Disappointed, Eklavya went to the forest and made a replica of Guru Drona out of mud and offered his prayer to it. By deriving inspiration from the statue he taught himself archery. Eklavya School facilitates such self- inspired learning. It is like the process of conversion of caterpillar into a butterfly. The caterpillar strives on its own. Outside inducement actually kills the caterpillar. The caterpillar develops strength on its own and then comes out of its shell in the form of a beautiful butterfly.

Eklavya trusts in words like 'enabling' and 'empowering'. Their aim is to make each boy and girl who passes out of the school 'an Eklavya' i.e. a person who understands his/ her responsibility towards society and is empowered to take up the challenges put forth by the society. It strives to make each Eklavya a 'change agent'- capable of providing transformational and entrepreneurial leadership to the society.

4.1.2 Social Orientation

Eklavya school management actively involves itself and its educators with its social surroundings. The School feels responsible towards the society, primarily the parents and guardians of children studying there. *Home visits* are a regular and unique feature of the school. These visits are arranged in the beginning of the session by the class teacher of each section. The aim is to understand the social and family context of each child. These visits are coordinated with the parents and it is required that both parents with other family members be present at home when the visit is made. The teachers experience mixed reactions from parents and family members, sometimes admiring, while at other times downbeat. The parents talk to the educators not only regarding their child's studies but also about their behavior at home, their eating habits, etc. The educator notes down the relevant details that are then included in the personal folder of each child. This visit enables the teacher to develop social sensitivity. It allows him/her to carry necessary adjustments in handling each child. *Mother's Workshop* is another innovative concept evolved by Eklavya. Once in a fortnight, an hour's workshop is held for every class where the educators share with the mothers (fathers are also welcome) the content to be covered in the next fifteen days. Areas like child development, handling emotions, nutrition, etc. are also explored. Although, mother's workshops are voluntary, yet, the school has evolved approaches that parents find them worth attending. Individual Parent Educators Meet is another occasion during which parents had an occasion to interact with educators to assess the progress of their children.

The school believes in recovering the genuine cost that it incurs in delivering a quality inputs. It therefore has a fee structure that may be rated as one on the higher side. Yet, it provides *financial assistance* to 25 percent of its students belonging to lower strata of the society. Out of these, one fourth amongst them, are offered fee waivers to the tune of 100 percent. Another quarter is offered assistance to the extent of 75 percent. Still another quarter is offered fee concession to the tune of 50 percent and the rest are entitled to a fee waiver of 25 percent only. The Chairman himself gets personally involved in assessing the genuineness of the claim. Through this scheme of assistance, the school ensures

availability and grooming of cross section of society in the School. Some such students are picked up straight from slums. These children belong to real marginalized groups. The school has an elaborate scheme of remedial teaching to help weak students come up to the level of their more blessed counterparts.

The ES works *like a community*. It has evolved yet another innovative approach to strengthen bonds with the family of the child. In all its events and functions, it desists inviting high profile politicians and their ilk to school. Instead it invites parents, and more often grand parents, of children of the school as chief guest of the various events. For the children as also their guardian these events turn out to be cherished moments. They become an inseparable part of the extended family of ES.

Eklavya academic and co-curricular activities are also organized to ensure interaction with the larger society. The school organizes interactions of local artisans and craftsmen in its premises. Students learn the intricacies of each craft from the master of that craft. It helps them develop a discerning eye to appreciate the nuances of various crafts. They also are, in this way, groomed to imbibe values of respecting dignity of labour.

Primary education system decides, in the long run, the kind of society the nation would have. EEF, parent organization of ES, operates on this core belief. Each year, therefore, EEF acknowledges the contribution of primary school teachers working in the Government run primary schools. These teachers are selected on the basis of nominations received from the entire state of Gujrat. A committee headed by retired judge of High Court decides the list of awardees. These committed teachers are then conferred “Educator of the Year awards” containing citation and cash prizes in state level function organized for the purpose.

Eklavya is conscious of its social responsibilities to the society at large. When calamities struck Ahmedabad and its adjoining areas, EEF, contributed its bit to redeem the situation. When an earthquake affected Gujrat, EEF adopted a school in adjoining Adriana village that was destroyed in that calamity. It rebuild the entire school building, through

contributions received from its benefactors. The village now boasts of having a much bigger and better building. When riots disrupted the social fabric of Ahmedabad, EEF contributed its bit to arrest polarisation and resultant ghettoisation of Muslims. It offered to provide training to teachers of Muslim-managed schools. It exhorted the residents of Juhapura, a muslim dominated locality, to admit its wards in the school. Around 65 Muslim children affected by riots were provided separate transport facility and given admission in the school.

4.1.3 Delivery of Academic Inputs

ES has four sections - **Pre-school, Junior school, Middle school and Senior school**. Each of these sections has its own building and related facilities like rest rooms for teachers, drinking water, tea maker, etc. The school ensures physical development of children by providing playing space and sports facilities in each section, in addition to common facilities like an indoor gym, a huge football ground, nature's park, dance room, skating rink, block room, etc.

Eklavya Pre-school is a co-educational English medium school for children between 3.5 to 5.5 years of age. There are two classes, Junior K.G. and Senior K.G. with 5 sections in each standard with not more than 16 children in one section. **Key highlights of pre-school education are:**

- It provides a child friendly environment. It aims to develop the child's curiosity and creativity and encourages discovery through exploration.
- There is adequate space both physical and mental for the child to play, learn and reflect.
- Through diverse activities like puzzles, picnics, games, etc., children are provided opportunities to learn from others as well as each other.
- A teacher student ratio of 1:15-20 enables individual attention on each child and provides scope for development of children.

- Students in Junior K.G. spend their time in play way activities only. There is no writing work for them. Once they reach Senior K.G., writing work starts.
- Maintenance of individual records of each child and understanding the family and social context of the child through 'home visits' is a unique feature of pre-school.
- There is provision for indoor and outdoor games and corridors for children to move freely. The section of the school building is so designed that it is a part of the main building, yet separate.
- The subjects taught in the pre-school are –English, Hindi, Mathematics, Art & Craft and Dance.
- Eklavya believes that every child is born with unique abilities. So, there is no formality in the admission procedure and admission to the school is open to each and every child. The school believes that each child is blessed with unique abilities.
- School prayer is held only twice a week. The children are free to wear casual dresses in this section of School, i.e., there is no uniform code. Eklavya believes that a small child develops better on its own without restrictions and controls.
- During break time, all students are made to sit on mats outside the classroom and have their lunch together. This is the time when children enjoy swings, rides, see-saw, etc. after taking lunch.
- Devotional hymns and instrumental music are played through speakers fixed in different parts of school in the morning and break time.

The **Junior School** comprises of classes from I to IV thereby distinguishing these children from the very little children in the pre-school.

- The day at Junior School starts at 7:30 A.M. with school prayer. After the choral singing of school prayer, some or the other group activity like English or Hindi skit, demonstration, etc. is conducted by the little children guided by their teachers. The researcher witnessed a well-organized and scripted skit on "Means of Communication" on her visit to the school assembly.
- The subjects taught in this school are a bit different from the preschool. English, Hindi, Maths, Theme (Social Studies + Environmental Sciences), 3rd language,

Value education and Art & Craft are taught here. There are six themes assigned in a year. The theme refers to a topic like Communication, Transportation, Solar System, etc. One theme is allotted to all classes from I to IV and studies are conducted in each class on this theme depending on the level of the class. Students prepare charts, models, posters, etc. on the theme and collective or individual presentations are organized in different classes. There is a science laboratory for children with specimens, science equipments, models, etc.

- There is no entrance test for admission of students in the junior school. In place only a discussion is conducted with the child and parents.
- Teachers are involved in 'Interactive teaching' in which they encourage children to pose questions as well as respond to questions.
- Games and sports are a regular feature of the Junior school. Children engage themselves in football, T.T. and other games in the allotted periods. The skating rink provides opportunity to learn the skill besides maintaining physical fitness.
- There is a limit to the number of students (not exceeding 25) in each section. Eklavya ensures enough individual attention to each student by restricting class size.
- Students have a specified school uniform from this stage onward.
- Continuous Evaluation of the students is carried out through the class activities and tests conducted during the year.

The **Middle School** comprises of classes from V to VIII standards, while the **Senior School** holds classes from IX to XII standards.

- The day at Middle and Senior School begins at 8:45 A.M. with prayers, thoughts by students, sharing of 'Shlokas' and announcements by the Principal and Teachers.
- From 9:00 a.m. to 10:00 a.m., on all days except Saturday, it is compulsory for each student of Middle and Senior Schools to engage himself/herself in a game of his/her choice - be it football, basketball, Volleyball, hockey, T.T., badminton, etc. Coaches/P.E.Ts. are appointed for each game to train students.

- Studies in the schools start at 10:00 a.m. Each student is allotted a “Home Room” which has a teacher as a “Mentor”. In this room, children keep their bags and other essential articles and have lunch during break time. Home room enables students of different classes to interact and share their views with each other during break and other specified times. The title ‘Home room’ suggests that students of varying classes and different age groups mix up well like family members of different ages in a home.
- Teaching in the Senior school is assisted through use of computer aided methods like CDs. Computers are attached to a terminal which is operated by the teacher.

4.1.4 Structural Features

The School’s entire effort is directed to actualize the mission and philosophy detailed above. In line with that, the school’s structure has an element of order as also flexibility. The school maintains a flat organizational structure. The Chairman, Mr. Sunil Handa, heads the team with four principals, looking after each wing of the school. The focus is on creating multiple channels of communication. The Chairman meets the four principals each week to take stock of the existing activities. These meetings explore future courses of action to handle emerging challenges. In addition, the Chairman meets students as also teachers separately. These structural interactions enable the Chairman to understand each of these group’s perspectives. This helps him establish direct communication with all the key constituents of the school. The school activities are primarily grouped on the basis of four sections namely pre-school, junior school, middle school and senior school. Yet, there are common facilities that may be accessed by the entire school. These facilities include a dance room, a block room, a counseling center called lavya, a large amphitheatre, wherein school functions are organized, both indoor as also outdoor, depending on nature of program and its timings. In addition the school has a nature’s park wherein students are earmarked a position of land in which they grow plants and vegetables.

Illustration 4.1 Researcher along with an Educator in Block Room at Eklavya School, Ahmedabad



Illustration 4.2 Researcher Visiting a Classroom at Eklavya School, Ahmedabad



The school has common sport facilities also like football ground, a gym with facilities for T.T., badminton, etc and a skating rink. The school has even installed a discarded boat procured from a neighboring shipyard of Alang, suitably repaired and converted into a make shift classroom. The school has arranged wagons of a train as well that are provided with facilities to hold a class. The key focus is to ensure that learning remains an adventurous and fun-filled activity. The school has various slides and fun games also that are based on one scientific principle or the other, spread out in open area of the school. “Indradhanush” is a room for differently asked children. There is a separate teacher for such children. In line with its philosophy “If I am slow, I simply have to start earlier”, “Indradhanush” provides for academic and psychological development of the children with special needs. Once a child is able to mix up well with other children, he/she is shifted to the regular classroom.

The school’s architectural design has ensured that each section of the school is distinct. The incumbents of each section have a sense of ownership of their section. Yet, they get a feeling of being part of the larger whole with host of rich and creative common facilities. The school’s structure is designed on the premise that management of school ought to remain in the hands of trained professionals. The school has, therefore, evolved the concept of *educational managers*. These educational managers form the backbone of administrative infrastructure of the school. Activities like arranging transport for school and teachers, fee collection, awarding scholarship and granting fee concessions, handling admission related queries, updating and maintaining data base, preparing accounts, arranging board meetings, conceptualizing activities that ensure interaction of school with the larger society, etc., are carried out at corporate head quarters, Core House, situated in the heart of the city. Through these educational managers, an effort is made to ensure that teachers devote their undivided attention on academic and co-curricular activities and they are not burdened with routine administrative chores. Even the principals are expected to focus on ‘insides’ to bring excellence in the delivery of academic inputs. The decision to assign responsibility of each section to four separate principals is also based on the logic that varied competency base is required to handle students of varying age groups. In

running their sections, the principals have a free hand. The researcher experienced an air of excitement and involvement among teachers as also principals. It was evident that teachers and principals have a sense of control over their area of operations. The school, on one hand, gives freedom to operate independently to teachers and principals. Yet, on the other hand, there are core values that are central to school's functioning. One such value is reflected in the emblem of the school i.e. the half carved statue, described earlier. The belief is that every individual be it teachers, students or even support staff, like drivers, have some inherent potential in themselves. The school should provide a platform for their development so that they can carve out themselves like boy in the emblem of school who is holding chisel and hammer in his hand and is carving out himself through his own efforts. The school aims at providing a structured opportunity so that the blossoming of talent is facilitated. The researcher was a witness to an interesting incident that explains how this core value gets translated into actions and how challenges that arise as a result are handled. A vacancy of a science teacher arose in the senior section of school in the mid of the session. A teacher in the junior school was vying to get that position and was otherwise qualified to take up that higher-level assignment. She had already put in enough number of years in the school to establish her credentials. The principals of the two sections had a consultation on the matter. The preliminary discussion helped identify various operational bottlenecks in implementing that decision like disruption in the timetable and academic schedule in the junior section. When this decision was communicated to Mr. Handa, he prodded the two principals to explore how best the operational hurdles can be overcome. He sighted the school's commitment of providing opportunities of growth and development to its existing staff. Having communicated his perspective, he desired that the two principals take decision in the best interest of the school. Further exploration led to arrival of a decision point wherein the two principals agreed to upgrade the teacher from junior section to senior section. The teacher in question volunteered to share the additional academic load in junior section till an alternate arrangement is made on the resultant vacancy.

It may be noted that ES has helped establish two other schools – one in Jullundhar and other in Baroda. It has provided various academic and administrative inputs (free of cost)

to the founders of those two institutions to help establish an ideal school. When the founder of those two schools approached Mr. Handa to locate a suitable person to shoulder the responsibility of principals he proposed candidature of two of his own bright teachers who had rendered committed service to Eklavya. In fact, he provided necessary assistance to facilitate the process of relocating family of one of them from Ahmedabad to Baroda, who was tipped for position of principal of Nalanda School in Baroda. The researcher sensed a feeling of elation among the existing staff on this up-gradation of their colleague. The message communicated was that every person could rise beyond his existing level even if it meant school making a sacrifice in terms of losing a committed teacher. It is in this context, that motivational and leadership approaches, at Eklavya, may be visualized. Even the drivers of school are exhorted to identify and perform such task, for which they may have an inclination, during two hours of spare time that they have. The researcher observed some of them performing tasks like attending phone calls in the office, arranging stacks in the school's library, learning typing on computer, etc. It is this shared uplifting culture that school intends to create. Another core value of ES is concerned with teaching and learning process in the classroom. Eklavya believes strongly in 'no tuitions'. If a student desires to go for tuitions, it is believed to be a challenge to the dignity of the concerned teacher. So, all out efforts are made to provide right and fuller education.

It is said that to teach is to learn twice. ES converts this idea into action. Teachers and principals are involved in host of training and development initiatives. Mr. Handa himself conducts regular training session for teachers. The design of these sessions presents an interesting approach. For example, in one academic session, an inspiring book from the wisdom literature of the world is selected. The book is divided into distinct parts. Each teacher, attending HRD sessions, is expected to read that part and share his learning with the group in presence of Mr. Handa. That interaction becomes the basis of evolving a shared understanding of the central idea of that chapter. Mr. Handa would offer his own inputs, off and on. The researcher attended one such session where in one chapter of Bhagvat Geeta, was being discussed. The researcher came to know later that after all the eighteen chapters of Geeta were covered in this manner, each teacher was exhorted to write

a reflective note of his /her learning from that book. The researcher had an occasion to read a poem that one teacher wrote, crystallizing his learning from that book.

In addition to enabling teachers to handle and reflect on philosophical and esoteric concerns, teachers are exhorted to develop their expertise in specific areas also, for example, using blocks for improving teaching effectiveness. The school has a common facility, a section called Taleem. This section develops educational material that can provide a visual and spatial dimension to child's learning. Teachers are exhorted to develop expertise in handling these educational aids. Teachers, who develop an expertise in handling an educational aid, are exhorted to conduct training sessions for other teachers. Eklavya's Teacher Training Institute provides synergy to such efforts. ES teachers don the roles of trainers to trainees at TTI. Teachers conduct such workshops and hold session for teachers of adjoining schools as well.

Reward orientation is a key element of Eklavya's core strategy. Developmental efforts, as also commitment in delivering routine academic input, need to be sustained over a long period of time. Therefore, ES has evolved a system of performance appraisal and rewards based on that. Based on a detailed feedback proforma, with its content and dimensions known well in advance, teachers are evaluated by principals in consultations with Mr. Sunil Handa. Based on that assessment, teachers are grouped in three categories. Those who are in the top category, are given a significant annual raise in their remuneration (Rs.800, to be precise). Those who fall in next category (B) are given a moderate raise only (Rs.400), while bottom most are not given any raise. They are exhorted to improve their weak areas. They are provided one full year to improve their rank, with a condition that if they fail to live up to school's expectations, they may be asked to discontinue their association with the school. In addition, the school awards Eklavya's Educator of year award in a glittering ceremony organized each year for that purpose. In addition to above student feedback is also obtained to assess soft dimensions like teacher student relationship. Teachers are exhorted to obtain feedback on their own also to assess their teaching effectiveness and how it is being perceived by students.

The above discussion presents the vision, mission and philosophy of Eklavya School, Ahmedabad. The school's outlook towards the social organs, delivery of its academic inputs and structural features has been specified. The next case study is of City Montessori School, Lucknow.

4.2 City Montessori School, Lucknow

City Montessori School, Lucknow, popularly known as CMS, was established in 1959 in Lucknow (India) by a young Gandhian couple, Jagdish and Bharti Gandhi, on a borrowed capital of Rs.300/- and with just 5 pupils on roll. After accepting the Baha'i faith in 1947, Mr. Gandhi left politics to focus entirely on educating children. The first words inscribed on the slates by the five children on the first day of the school were 'Jai Jagat' or 'Glory be to the World'. This slogan, first coined by Mahatma Gandhi and later propounded by his disciple Saint Vinoba Bhave, was adopted as the school motto and also became the greeting call with which the students and teachers greet each other to this date.

Founder- Manager, Mr. Jagdish Gandhi and Founder- Director, Dr.(Mrs.) Bharti Gandhi are fully devoted to the cause of education. Mr. Gandhi believes that young students have great potential and boundless energy. In this dark and dismal scenario, it is increasingly becoming evident that education should be examined in the light of its contribution to individual growth and to bring about fundamental structural change in society, changes that are necessary for the creation of a just, peaceful and harmonious society. Mr. Gandhi believes that the key reason for all the ills of the present day society is the meaninglessness of education. It is, therefore, not only education per se, but a meaningful education that is the need of the hour as per the requirement of the present day society.

Presently, over 25,000 students in 20 locations of Lucknow receive education from the pre-primary to the ISC level (Grade XII). CMS prepares its students for life- to become conscious and contributing members of the society, proactive agents of change, builders of peace and coexistence and upholders of high moral values. CMS provides global exposure to its students through a number of international exchanges and opportunities for close

collaboration and competition with students nationally and internationally. It thus provides many avenues for creative expression and confidence building.

4.2.1 Vision, Mission and Philosophy

CMS believes that every child is potentially the light of the world. It strives to inspire every child to become a useful and productive citizen serving the best interests of the community. It feels that “education must prepare children for creating a united and peaceful world since humanity has passed through the stages of infancy and youth and is now about to enter the age of maturity as symbolized by the physical and emotional integration of all human beings in one global village”.

CMS believes that education must be comprehensive and must mould the mindset of children by inculcating –

- i. universal values
- ii. global understanding
- iii. excellence in all things
- iv. service to the world.

CMS believes that children must be taught the values of universal brotherhood, building in their minds and heart, the defenses of peace through respect and tolerance for all religions. The vision and ideology of its CEO is encapsulated in the school motto '*Jai Jagat*'. Mr. Gandhi has all along emphasized on the “inculcation of moral values and spiritual awareness in its students and teachers so that they can go out into the world and spread universal brotherhood, making the world a better place to live, for generations to come”.

CMS believes that true education releases capacities, develops analytical abilities, self-confidence, will power and goal setting competencies, and instills the vision that enables one to become a self-motivated agent of social change, serving the best interests of the community. CMS philosophy is simplified in its mission to inspire '**every child to become**

both good and smart' – good at heart with high moral values, self-discipline and manners, smart in thought and action and capable of high thinking, hereby, turning this gift of God to mankind into a pride of the human race.

CMS believes that true education must address all three realities of a child, i.e., material, human and divine and therefore the school strives to make every child both good and smart, a gift of God to mankind and a pride of the human race. CMS upholds that school must be a lighthouse of society and provide meaningful guidance and direction to students, parents and society. A modern school should take up leadership role and concern itself with the affairs of the age in which we live.

CMS education is founded upon four pillars— knowledge, wisdom, spiritual perception and eloquent speech. The school believes in three kinds of education- Material, Human and Divine. **Material Education** is concerned with the progress and development of body through gaining its sustenance, its material comfort and ease. This education is common to human beings and animals. **Human Education** signifies civilization and progress, that is to say, administration, charitable works, trades, arts and handicrafts, sciences and great inventions, etc. which are the activities essential to man as distinguished from animals. **Divine Education** consists of achieving divine perfection, and this is true education; for in this state becomes the focus of divine blessings and the manifestation of words 'Let us make man in our image and after our likeness'. This is the goal of humanity.

4.2.2 Social Orientation

CMS management realizes the importance of societal organs in the development of education and values. It involves its teachers and students in a number of social activities. Through *home-visits* by the Teacher- Guardians, CMS strives to bring home and school closer, thus helping to re-emphasize what is taught at school, again at home. CMS lays greater emphasis on involving parents in school activities. Parents are regularly invited to participate at all the school activities and occasionally also to the daily prayer assemblies to speak to the students. The school communicates regularly with the parents through

pamphlets and posters on a variety of topics including sharing good inspiring quotations and parenting tips. Each CMS student has a teacher-guardian who guides him/her and provides personal counseling to the child and to his/her parents. Parents and teachers work in tandem to create an environment of encouragement, love and care so that each child can grow up to become an ideal member of society. CMS teachers act as 'parent-surrogate' to the students. They liaise between home and school to help children solve their academic, non-academic and personal problems through individual counseling and home-visits. The home visits are conducted once every six months and reports of all home-visits are recorded and appropriate remedial action taken. The spirit of Parent-Teacher partnership is recognized through a variety of means and the award of titles to mothers, like- Mother Queen, Mother Glory, Mother Majesty, Mother Excellent and so on for the mothers of position holders of various examinations.

CMS believes that bright and deserving students should be encouraged through one or the other means. In pursuance of this belief, CMS offers a number of financial benefits free of cost to its deserving students apart from providing free education to the wards of its teachers and employees.

- Free enrichment and remedial classes for students weak in any subject.
- Free coaching to students preparing for various competitions and entrance examinations in engineering, medical and other professional fields including the Indian Administrative Service exams.
- Free courses for National and International Maths, Physics, Chemistry, Astronomy, Robotics and other Olympiads and competitions.
- Free career counseling, guidance and home-visits by teacher-guardians.
- Free exposure to informative lectures by world- renowned experts such as Donald Dewar of the Quality Control International, USA, motivating speakers like Shiv Khera, Quiz masters like Barry O'Brien, etc.

CMS management lays equal stress on providing job satisfaction to its staff members. Through *financial and non-financial motivation*, teachers are inspired to action. Financial

incentives like home visit allowance, non-tuition allowance, remedial teaching allowance, and education allowance for own children, etc. stabilize the work force and enable the personnel to contribute best possible efforts towards the fulfillment of the organization goals. Non- financial incentives like appreciation of work and assigning challenging jobs like remedial teaching for weak students drive the employees towards better performance.

CMS teachers and students are constantly involved in socially useful activities thereby exhibiting social responsibility. Inspired by the values instilled by its founders, CMS renders service in their local and national communities. The school through its students and staff has formed Eco Clubs, hosted environmental seminars, organized tree plantations and clean-up projects, and worked for water, air and environmental pollution control. Through the facilitation of *DEVI Sansthan*- standing for ***Dignity, Education, Vision, International***, a non-profit NGO dedicated to empowering rural/urban poor and women. CMS students have participated in one-to-one village literacy programs and worked side by side with village residents to build roads. CMS students recently expanded their service projects to include fund raising for the Indian Cancer Society.

CMS issues literature on values and virtues in the form of handbooks for teachers and parents, story and workbooks for children and guidelines for prayer assemblies. CMS website www.cmseducation.org is a source of useful information for all. Mr. Jagdish Gandhi's views on Indian philosophy and religion are available on all-India TV channels like Aastha and Sanskar. Mr. Gandhi also delivers lectures on spiritual well being and moral values to children of different branches from time to time, thereby invoking good moral thinking in them.

CMS has a "nurturing" culture that recognizes children and treats them as individuals. CMS teaches its children the fundamental values of life and impresses upon them the importance of being a 'good person'. Gandhi himself spends time with them and during his interaction passes on spiritual and moral knowledge to the students. Also, students are given ample opportunity to develop their managerial skills by assigning them inter-school

activities. The researcher was a witness to the immense enthusiasm of students for the organization of an International event in the Kanpur Road branch of CMS.

4.2.3 Delivery of Academic Inputs

City Montessori School is a chain of schools situated in different localities of the capital city of Uttar Pradesh, Lucknow. All CMS branches have a vertically integrated *House System*, which has been helpful in ensuring good discipline, general cleanliness, team spirit, cooperation and competitive spirit. Named **Unity, Peace, Love and Hope**, these houses help develop initiative and leadership qualities in children and inspire and encourage them to participate in sports, games and other co-curricular activities. In line with the belief that education is a continuous and creative process and its aim is to develop the capacities latent in human nature and to coordinate their expressions for the enrichment and progress of society, CMS equips its children with spiritual, moral, intellectual and emotional capabilities. Focus is on reinforcement and endorsement rather than judgement of a child's capability. The last working Saturday of every month is NO BAG DAY. This day is designed to be enrichment day with manifold activities and learning exercises.

At the CMS **Preschool and Primary school**, toddlers are taught through the Montessori method in a carefully prepared environment that stimulates and nurtures the mental and physical capacities of the "absorbent minds" as Maria Montessori referred to this precious age in a child's life as the most critical in the development process. Dr. Maria Montessori believed that "the discovery of the powers of the child is the most important discovery humanity has ever made and uncovers the very roots of our life". The school has adopted the Montessori method of pre-school education and appoints Montessori trained teachers of proven ability and temperament to take care of the little ones and to initiate them into learning by doing. A British expert, Ms. Jo Lewington Hignett, spent over a year to remodel the Montessori classrooms and to develop a workshop for producing classroom materials for CMS. Other Montessori trained international teachers and trainers frequently assist the CMS program so that it matches world standards of Montessori pre-school education.

Admission to pre-primary classes is made according to the age of the child: 2-3 years for Montessori; 4 years for Nursery and above 5 years for K.G. A child's ability is also taken into consideration in this matter. Admission to primary and higher classes is made after a pre-admission test and the production of a valid Transfer Certificate from the previous institution. CMS seeks the support and cooperation of parents and guardians to assist each child in developing within himself/herself a strong foundation of habits, attitudes, values and skills. In order to bridge the gap between school and home, CMS has provisions which include – Home visits by teachers, informative quizzes, parental counselling, parent motivation programs, CMS help line for parents, divine education conference, positive telephone call scheme, etc.

Apart from academics, sports, games and physical fitness activities are an integral part of CMS **Middle school** and **Senior school** education. CMS students have won a record number of prizes in various sports and games at the district, state and national levels. CMS has consistently won top honors in *Bharatiyam* games organized under the aegis of the Sports Authority of India. Physical fitness activities are also taken up by the school. CMS has adopted the *American cooperative games* which emphasize and develop the spirit of cooperation as against that of competition. CMS invited Dr. H.T.D. Rost from USA to teach cooperative games to CMS teachers and students. Apart from this, City Montessori School offers a wide range of hobbies like photography, dramatics, clay modeling, gardening, western music, scouts/guides, cookery, tailoring & embroidery, science club, etc. and each child pursues at least two of these hobbies. This offers hands-on opportunity for learning and creative expression. In all classes from K.G. to senior secondary, homework is given in English, Hindi, Math and Science everyday. Guardians are requested to see that their children complete their homework regularly.

The first activity of CMS students every day is a half an hour prayer assembly period for spiritual upliftment. In order to make prayer assemblies more effective, parents are invited to attend them. CMS believes that exchange of views between teachers and parents prove very useful in the grooming of children. CMS tries to bring out the hidden talents of the

children through exposure to co-curricular activities such as music and dance, arts and crafts. The monthly CMS Bulletin and the annual CMS Creative Talent Magazine provide an opportunity for students to find an outlet for their creativity through articles, poems and drawings. At CMS, art is part of an all-round development of students, which includes not only the education of the mind and the heart, but of the hands and body as well. Emotional balance is also enhanced by the development of aesthetics.

Special remedial classes are conducted free of cost for weak students after school hours. CMS believes that parental cooperation in remedial teaching is very essential and desirable. Moral education is given the greatest emphasis in CMS and is integrated fully within its fabric. Especially designed moral education books for children and manuals for the guidance of teachers supplement a wealth of implementation tools used by the teachers. CMS program for moral education is based on universally applicable moral principles, devoid of superstition and prejudice, and utilizing multi-faith teachings.

Evaluation of students is done on the basis of weekly, half-yearly and annual examinations. Promotion is granted on the basis of a whole year's work. All students are also evaluated and marked annually for their performance in the areas of Behavior and Conduct, Physical Training, Science Project, Music and Hobby and Craft.

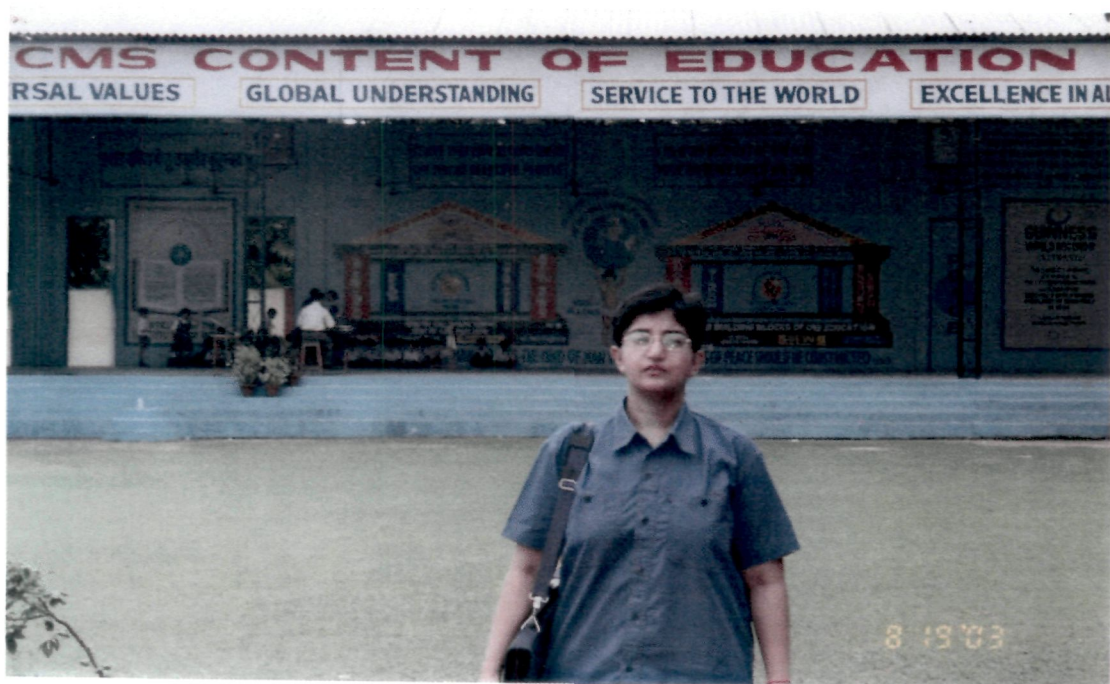
4.2.4 Structural Features

CMS has 20 branches and 1 Degree College in different localities of Lucknow city. These schools have their separate infrastructure facilities, personnel and administrative setup. Each school is headed by a Principal, who is assisted by Vice-Principals, Headmaster/Headmistress and Section Incharges. There are clear authority-responsibility relationships and channels of communication in the different branches of CMS. Plans and

Illustration 4.3 In a Primary Class at City Montessori School, Lucknow



Illustration 4.4 Researcher During her Visit to City Montessori School, Lucknow



policies related to manpower, recruitment and selection, training and development, etc. are made at the CMS headquarter, located at Station Road. The Manager meets the principals of different branches on regular intervals and discuss strategic as well as routine matters with them. The Manager also interacts with the teachers to discuss academic as well as non-academic aspects. Mrs. and Mr. Gandhi conduct interaction sessions with students as well to ascertain their needs and aspirations.

Each CMS branch is complete in itself as regards the infrastructural facilities. Each school has facilities for indoor as well as outdoor sports, auditorium for conducting cultural programs and lectures on spiritual and peaceful living by Mr. Gandhi, art and SUPW rooms, well equipped laboratories, etc. which are managed by experienced staff. Creativity can be both 'caught' and 'taught' in the right environment and with the right kind of help (Gupta, 2004). City Montessori School provides the environment and the vision to undertake innovation and creativity. It emphasizes on developing and encouraging innovation and creativity among its students and teachers. CMS is one of the few schools in the world that have a separate innovation center. A staff of almost 25 persons is dedicated to constantly research, innovate, develop and adapt new teaching methods. They study alternative methods and innovations in education in India and abroad. These methods and means are continually researched, tested and applied. The Innovation Wing plays a key role in pursuing the CMS vision of making every child good and smart. The GEMS program and Science Park are examples of the creativity of the Innovation Wing of CMS. Under the *GEMS program*, emphasis is given on teaching of basic concepts of English language and math in primary classes. The GEMS program aims at increasing children's self- confidence by letting them see their strengths and progress. It is based on the idea that individuals do their best when they learn to compete with their own selves. The researcher attended a session of GEMS in class V and observed the significance of the program. Another innovative idea of CMS is the *Science Park* that has been organized to help the students understand science in a more practical manner. Models and exhibits of applications of common science principles like Law of Gravitation, Solar System, Law of Inertia, etc. depicted in the park help the students understand a number of principles easily. CMS strives to inculcate in children a lifelong commitment to peace and all CMS activities

revolve around this peace teaching. The school ~~uses all~~ opportunities to deepen this commitment, which can be seen by the fact that the Robots made by CMS students that have won medals in the various International BEAM Robotic Olympiads held in U.K., Canada, U.S.A and India since 1990, were given the names that highlight the need for peace.

Student Quality Circle (SQC) is another CMS innovation whose remarkable success in teaching peace and quality awareness to children has led to successful formation of SQCs all over the world. QCs are based on the Japanese trade and industry to create quality awareness among workers. This concept was successfully transplanted in the field of education when CMS students constituted world's first SQC Jai Jagat (Glory be to the World) in 1993. Their path-breaking case study won a number of awards at national and international QC conventions in India, Hong Kong and Srilanka. Many SQCs like SQC Global Village, SQC Lighthouse, SQC Harmony, etc. have been formed by the CMS students. CMS has adopted the following four critical *building blocks* of a child's complete education as promoted by the Council for Global Education, USA. These are- Universal Values, Global Understanding, Excellence in all Things and Service to Humanity from an integrated approach to educating children. Classroom experiences centre around learning universal values such as kindness, honesty, cooperation and responsibility. All this is emphasized on the belief that as children mature, excellence becomes a natural consequence of the values they focus on. Aiming for their best is not an external push, but an internal desire of students. CMS strives to inculcate in students the school's philosophy of "Jai Jagat" (Glory to the World). This thought empowers them with a global perspective and the concept of world citizenship. World Peace Prayer Ceremonies are organized under the aegis of the World Peace Prayer Society of Japan with its headquarters in New York. Besides good academic results, CMS is known for inculcating in its students a spiritual outlook and a global vision. It teaches them reverence for all peoples and religions of the world and prepares them to serve humanity at large. CMS believes that "school is a lighthouse of society and every child is potentially the light of this world". CMS inspires its children to become ideal world citizens. This spirit is symbolized in the CMS motto 'Jai Jagat' and its belief in 'Vasudhaiv Kutumbakam' (The Whole World is One Family).

In recognition of the efforts made by the teachers, CMS continuously inspires and motivates, trains and re-trains them, for example 100 hours of training and orientation of the pre-primary teachers was provided in early 2000. CMS provides a fair assessment of teachers' skills on the basis of progress made by their students. It develops leadership qualities and role model skills. Its Inspection and Innovation Department staff make regular visits to all branches to ensure quality and inspire new and creative educational practices. Besides paying salaries, CMS inspires and motivates outstanding teachers by honouring them with substantial rewards and prizes for the outstanding performance of their students in academic and co-curricular activities and competitions at the state, national and international level in which large number of CMS students participate and win prizes. Teachers are sent to camps to other countries along with children. This develops their outlook and contributes to the overall personality development.

Apart from this, CMS provides following incentives- financial and non-financial- to its staff.

- The school maintains excellent student-teacher ratio of 15:1 so that individual attention can be given to each child.
- The staff is provided schemes like provident fund, pension scheme fund and group insurance schemes as per government rules.
- Insurance against accidents at school cost is applicable for Class IV employees.
- Full freeship and other concessions are given to wards of CMS teachers and staff.
- Untrained teachers are also given $\frac{3}{4}$ of designated salaries.
- Non-tuition allowance and remedial teaching allowance is given for teaching weak students free of charge after school hours.
- Home visit allowance is given for visiting at least 5 homes in a month for personal counseling and guidance of students and parents.

CMS emphasizes on global interactions. It organizes trips for its students and staff to schools abroad and in turn invites students and teachers from other countries to its own schools. *Children's International Summer Village (CISV)* is a four-week camp where children from participating countries live together and learn valuable lessons in coexistence and experience cross-cultural interaction. A typical CISV camp has 12 delegations, each with 2 boys, 2 girls and an adult leader and 6 Junior Counsellors aged 16 years to act as facilitators between the children and the adult.

The above discussion outlines the background, vision, mission and philosophy of CMS. It presents the school's social orientation, academic aspects and structural features. The next case is of Mayo College, Ajmer, the third of the five schools selected for study.

4.3 Mayo College, Ajmer

A hundred and twenty five years young in 2000, Mayo College was founded **'to ensure to the sons of the aristocracy of India, a liberal and enlightened education to enable them to keep pace with the ever advancing spirit of the age'**. After the Indian Mutiny of 1857, the British realized that they needed to widen their political and psychological management of India and the Indians. They, therefore, began to focus on education in pursuit of this objective. Macaulay's Minutes on Education of 1837 and its recommendation "to create a class of persons-Indian in blood and color but English in opinions, in morals and in intellect" became the cornerstone of their strategy. The originator of the idea of the Mayo College was the late Colonel Walter who, in his Bharatpur Agency Report of May 28th, 1869 expressed his desire to establish a college with accommodation for a large number of pupils. Lord Mayo, too, declared his acceptance to this. The major contributors to the endowment fund were the Maharaja of Udaipur (Rs. 1,00,000), the Maharaja of Jaipur (Rs. 1,25,000) and the Maharaja of Jodhpur (Rs. 1,00,000). Mayo was managed by the Government of India until 1931. Thereafter, control was handed over to the General Council of the College. Since 1947, the College grants admission to students who aspire to receive boarding school education.

Ajmer, located in the Aravalli hills in the state of Rajasthan, was selected as the site for the proposed college. There were two reasons behind it. Firstly, it is centrally positioned and secondly, it was a Government territory. The foundation stone of the college was laid on January 5th, 1878. The opening ceremony was performed by H.E. Lord Dufferin, Viceroy of India, on November 7th, 1885. Classes were held in the main building for the first time on December 1st, 1885.

4.3.1 Vision, Mission and Objectives

Mayo College tries to maintain equilibrium between tradition and modernity. It emphasizes on **Guru-Shishya parampara**. The focus is on achieving excellence in a harmonious environment, producing well bred, civilized and concerned citizens. Mayo aims at excellence in academics, extra-curricular activities, games, sports and character building. Aims and objectives of Mayo College can be outlined as following:
(Mayo College Prospectus, 2004)

- To develop fluency in the use of the mother tongue, and to foster enjoyment of all the processes of communication: oral, written and visual.
- To recognize and to encourage talents of all kinds and of all degrees, to endeavor to enhance the intellectual and creative capacity of the individuals.
- In so far as it lies within the resources of the school, to illustrate the inter-relationship of all human knowledge, to foster an appreciation of man's creative skills, and to stimulate a concept of learning as a lifelong process.
- To enable children to acquire the tools and qualifications necessary for earning their living and when appropriate, for entry into skilled occupations and professions.
- To seek to measure the extent of an individual's success in making maximum use of his endowments and opportunities.
- To develop in the school a caring community, exercising concern and respect for the welfare of others, and emphasizing the overriding importance of good human relations, based upon sensitivity, tolerance and goodwill.

- To encourage an attitude of positive response to the persistent demands of a changing society, yet, firmly upholding a belief in basic values and standards.
- To encourage children to appreciate the virtues of collaboration, to foster habits of responsibility and self-discipline, and to promote initiative, endeavour and the exercise of individual judgement.
- To project the school as the servant of the community, and to accept its appropriate share of responsibility for equipping each child to find his own niche in his occupation and in society.

Since it is impossible for a school to cover the whole realm of knowledge, one has to be selective in material presented to children. Yet, Mayo pays particular attention to:

- Stimulating intellectual curiosity
- Directing and exercising the emotions; encouraging clear thinking and discrimination; developing an interest in the process and resources of learning.
- Fostering a capacity to tackle a problem and to follow and sustain an argument and emphasizing the difference between truth and falsehood, and between fact and feeling.

4.3.2 Social Orientation

Mayo realizes the significance of maintaining interpersonal contacts with parents. Management lays a lot of emphasis on interaction with parents and children. As Mayo is a boarding school, parents are contacted and informed about their child's developments from time to time. Meetings, both formal and informal, are organized at the time of visit of parents to the school or hostel. The school sends school newsletter to the parents of boys regularly thereby keeping them informed about the developments in the school. Students' evaluation sheets are also sent to their homes after every test and exam. In this way, Mayo keeps parents well connected with the school authorities. Apart from this, Mayo feels that

it is essential that all parents make an effort to supplement at home what the teacher teaches and provides on the campus. Guidelines related to teaching methodology and holiday homework is clearly outlined to them. Mayo emphasizes that parents must spend more time with children and communicate more openly and freely to understand each other's needs. Mayo advises parents in the Parent-Teacher interaction sessions to provide time, channels and facilities for their children to keep them busy and use their energy in a useful manner when they come home on vacations instead of indulging them in food, TV, entertainment, etc. Mayo College arranges for, as an extra help to the parents, the boys' travel to the college at the beginning of the term, and from the college at the end of the term. For instance, escorted parties are taken to Delhi, Mumbai, Howrah, Lucknow, Ahmedabad, Patna, Guwahati, Amritsar and Allahabad. These arrangements are made by the college as a voluntary assistance to the parents. Thus, between the school and the parents, both try to ensure that the child adds lustre to the school and his own family after he leaves the school.

Mayo College awards a number of scholarships for those economically weaker students who are brilliant in studies. The school awards scholarships of the total value of Rs. 1,50,000 every year. They are mainly for excellence in academics and sports and for boys who score 75% or more in both terminal exams. The financial status of the parents is also taken into consideration. Mayo College's way of remembering their old boys is through rewarding old boys' children who happen to win the best all-round sportsman of the year title.

4.3.3 Delivery of Academic Inputs

Mayo College offers the students in its fold an opportunity to develop both, the mind and the body, through a structured educational and distinctive co-curricular program over the year. Being primarily a boarding school, the campus is self-sufficient and has the opportunities for each student to excel in various spheres. The College is affiliated to the Central Board of Secondary Education (CBSE), Delhi. The academic year starts from July and ends in April/ May. Autumn term lies from the middle of July to early December,

while the spring term lies from the middle of January to the end of April/beginning May. During the terms, the school organizes educational trips, camps, sightseeing tours, treks and expeditions. The daily routine includes P.T., assembly, teaching periods, evening games, temple service and preparation periods.

The *Senior school* at Mayo has classes from 7 to 12 and the *Junior school* has classes from 4 to 6. The medium of instruction is English, but the college lays emphasis on Hindi. The subjects taught in the normal curriculum at the school are: English, Hindi, Sanskrit, Punjabi, Gujarati, French, Geography, History, Civics, Economics, Business Studies, Accountancy, Mathematics, Physics, Chemistry, Biology, Psychology, Music, Computer Studies, Fine Arts and Physical Education. The school organizes Entrance Test for admission every year at various centers in India. The test comprises English, Hindi and Mathematics to test the age specific skills in languages and mathematics. Candidates qualifying the written exam are interviewed by a selection committee. The Entrance test is held only for classes upto Class 9. Admission to Class 11 is done on the basis of the Board's result of Class 10. Admission procedure gives priority to the brothers of present students, children of Old Boys and seniority of registration. Mayo College follows a system of continuous assessment where a boy's academic performance is determined by his performance in unit tests, class tests and terminal examinations conducted on regular basis. At the end of each term, full reports are sent to the parents/guardians. For promotion to the next class, the boy's work throughout the year as well as his performance in the terminal examination is taken into account.

At Mayo, boys have a range of hobbies and work experience projects to choose from: Agriculture, Book Craft, Commercial Art, Electronics, Leather Work, Metal work, Photography, Woodwork, Clay Modelling, Stone and Wood Carving, Library Science, Computer Science, Automobile Engineering and Music. Mayo lays emphasis on sports in the development process of a child. Mayo College offers facilities for a wide range of sports and games. Different sports and games played at Mayo and for which adequate and modern facilities are provided include Cricket, Hockey, Tennis, Squash, Swimming, Table Tennis, Chess, Athletics, etc. Depending upon a boy's aptitude and liking, he can select a

game in which he is given the opportunity to attain the highest proficiency. The morning P.T. is compulsory for all. Horse riding, which was discontinued after Independence, has been revived. Polo is also played regularly. The College has scouting, band and three N.C.C. wings. There is a Gymnasium equipped with two multi-gyms besides the traditional equipment. Mayo prescribes uniformity in dress for its students. Different dresses are provided for games, classes and formal occasions. During meals, students are required to be in college uniform. On Sundays and holidays, boys can wear P.T./Games kit.

4.3.4 Structural Features

The school is managed by a Board of Governors and run by the Principal, assisted by his academic and administrative staff. The General Council of Mayo College is the management body of Mayo College Education Society, a registered body. The General Council or the Governing Body has a maximum of 40 members as per the current Constitution. To ensure diverse expertise and experience, the body comprises of patron members (former rulers of various princely states), life members (including some old boys), parents, eminent educationists, one nominated member from commerce and industry and two government representatives. Since Mayo is a complex of three schools-Boys, Girls and the day school, Mayo- the Board of Governors has constituted five separate committees from amongst its members to manage day-to-day affairs more closely. These committees broadly oversee the following areas: Education, Mayo College, Girls School, Mayo School, Finance, Legal, Estate and General Administration. The committees are empowered to seek external help and expertise as necessary. There is a housemaster who is the head of each House. He is assisted by assistant housemasters, house tutors and matrons for more detailed supervision of individual pupils. The Junior Section of the school has a headmaster and a separate group of staff so as to be able to concentrate more on the needs of the young ones.

The College *campus* is spread over nearly 300 acres. The Main Building is made of white marble and stands out in the middle of the estate. The style of building of the Main

Building is Hindustani or Hindu Saracenic. Its construction began in 1877 and was completed in 1885 at a cost of Rs. 3.82 lakh. Spread over the campus are the Boarding Houses, the Senior Mess, the Middle Mess, the College Temple, the houses of the staff, the Guest House, Blocks of Classrooms, Science Laboratories, Musuem, Art School, Workshops, Library, Junior School and other subsidiary buildings. The architectural excellence of Mayo can be gauged from the fact that the INTACH has classified 20 buildings of the Mayo College as “Heritage”. The grounds include 22 playing fields, including a turf wicket for cricket, hockey, football, athletics, polo and other games. The College also has 20 tennis courts, 6 squash courts, an indoor badminton court, well-equipped gym, 2 basketball courts and 2 volleyball courts. There are two swimming pools on the campus, one being exclusively for the beginners. The Senior school has 8 houses which accommodate boys from class 8 to 12. These houses are Rajasthan, Jodhpur, Bikaner & Tonk, Jaipur, Bharatpur, Kashmir, Colvin, Ajmer & Oman House. The Junior School comprising students from class 4 to 6 functions under the supervision of a Headmaster and staff. It has its own building, Auditorium, a modern Dining Hall with sophisticated appliances and gadgets, a Swimming pool, separate games fields and three Boarding houses- Prithviraj, Ajaypal and Durgadas.

The campus gives a green look. It has a lake. It is used for water harvesting. There are some more buildings of importance that catch the eyes of the visitor. The College Hospital (Udaipur House) is well equipped with a Resident Medical Officer and two nurses who live on the campus. Senior physicians, eye-specialists, dentists, orthodontists, etc. from outside visit the college hospital frequently. The College Museum is located in the Jhalawar House. It has an assortment of rare items related to diverse areas of learning and knowledge. It also houses priceless pieces, antiques and an armory section collected and donated by students and old boys. The College claims that the Museum is one of the best school museums of the world and a rich resource center of information. It is a rich resource center to add a new, unique dimension to learning. The College Temple came into existence in April, 1936. The late H.H. Maharaja Yagya Narain Singh ji of Kishangarh laid its foundation. It may be pertinent to note that boys from different religions attend the temple service, though it is an optional part of the routine. Important festivals are

celebrated in the temple observing all rites and rituals followed or preceded by a brief religious discourse suited to the occasion by the Master In charge of the temple. Students attend these festivals in temple uniform, i.e., white trousers, white jodhpurs and safa. A Library is the backbone of an institution. Mayo College has libraries in the Junior and Senior Schools. These are supervised by trained and qualified librarians. There are books on a range of areas like science, history, art, photography, short stories, fiction, poems, classics, travel & tourism, etc. The school has a library committee, which suggests and reviews the arrival of books and periodicals and suggests ways to improve library facilities. All textbooks pertaining to the curriculum and stationery items are available in the college book house. The College has a Store which caters to the basic requirements of the boys like their uniforms, all required equipment and other amenities like repair shops (cycles, shoes, dry cleaning, etc.). For the purchase of sweets, snacks, etc., the boys are allowed to go to the canteen where they can use the cheques issued by their headmasters for this purpose.

The present incumbent to the post of the Principal of Mayo College is occupying that chair since Nov.1996. He is entrusted the onerous task of devising strategies to handle challenges Mayo faces in the wake of changing educational scenario. The current period symbolizes the transition of Mayo from a Chief's College to a leading public school with a unique heritage and ethos. The principal's philosophy is outlined by his belief that excellence is a prerequisite to success. He believes that specialization is the key and Mayo is working towards it. In line with that, the school is inviting experts in the field of career counseling to speak to the boys on the emerging career options.

Apart from Mayo College's website www.mayocollege.org, a number of publications, listed below, keep the stakeholders well informed of the developments in the school.

- The School Magazine –published annually.
- The Mayo- school newsletter published quarterly.
- The Mathmuse- maths periodical.
- The Boulevard of Science- a science publication.

- Yippec- a wall magazine of Junior School.

In today's world, creativity is fundamentally important for personal, social, economic and cultural well-being. The most important developments in civilization have come about through the creative process. Creativity is central to the way an organization creates and sustains excellence. Mayo College has adopted a number of innovative strategies. Mayo College sends its students to schools in other countries in order to provide them exposure and let them develop their qualities in specific fields. It encourages meritorious and deserving all-rounders and sportsmen to be sent under the *Exchange Program* with premier public schools in UK, Japan, New Zealand and Australia. Some of the schools visited by Mayo boys under the Exchange Scheme are: Eton College, Windsor, UK; Oakham School, Rutland, UK; Wanganui Collegiate School, New Zealand; Loretto College, Scotland; Dulwich College, UK.

Besides academics, numerous *Societies and Clubs* encourage activities for individuals as well as for groups for social, literary and cultural development. The main societies and clubs at Mayo are: English Debating Society, Geographical Society, Hindi Debating Society, Lalit Kala Parishad, Museum Society, Mountaineering and Trekking Club, Cray Club, Inter-Act Club, Economics Society. These societies and clubs offer students enough challenge and adventure to mould shapes and develop their personalities. The Entertainment Society, comprising representatives of the students and staff, is responsible for providing a variety of well-planned programs for entertainment like musical evenings, play concerts, etc. The *Old Boys' Society* is an organization, which is open to all boys leaving Mayo. Through this society, the old boys of the school keep in touch with their *alma mater* and other old boys of the school. Mayo College motivates its students to perform at their level best by awarding scholarships. The Old Boys' Society of Mayo College awards three scholarships worth Rs. 9,000/- to children of old boys who stand 1st, 2nd & 3rd not less than 60% marks in class 10 board examinations. Five scholarships "The Mahendra Search for Talent" each of Rs. 5000/- are awarded to each boy standing first in classes 7th to 11th. For the continuous expansion of scholarship scheme, a sum of Rs. 200/- is put into the bill as voluntary scholarship contribution. The National Integration

Scholarship of the value of Rs.10,000/- per annum is awarded by Government of Jammu & Kashmir.

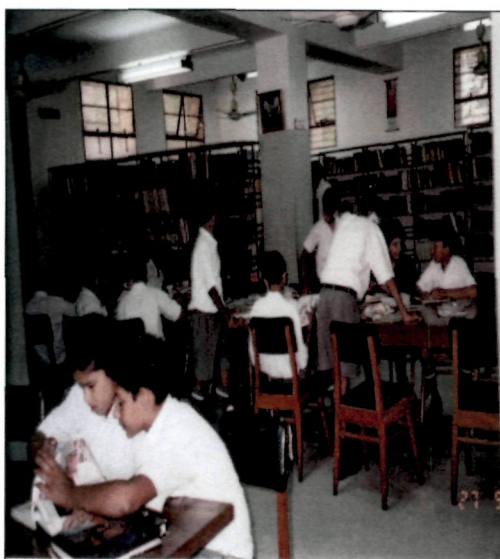
Mayo College possesses modern *computer facilities* at its premises with an installed capacity of more than 100 computers at various centers in the college. The Senior School Computer Department houses 35 systems, out of which 16 have Internet facilities. The school also has the Cray Computer Club where the students get an opportunity to work on projects. The Club meets four days in a week after lunch. Students are allowed to send and receive mails and are also allowed to surf the net. The Junior School has a Computer Department of its own and houses 30 systems that are networked and Internet facility is available. A separate club functions here on similar lines to the Senior School Club. An exclusive computer lab with 10 systems for staff use is located in the Main building. This lab is also networked with Internet ready systems. The staff members use the lab to find additional information to supplement their teaching and also communicate with students during vacations and offer them guidance. Mayo College also possesses a DTP lab to help and bring out various internal periodicals from various departments and other publications like the Prospectus, the College magazine and the Mayo School Newsletter.

At Mayo, special emphasis is laid on the selection process of teachers. Competent, experienced and qualified staff is located through a clear recruitment and selection policy. Internal as well as external sources of recruitment are engaged. Selection is made on the basis of performance in written test and interview. In order to have the best team, Mayo lays emphasis on conducting training sessions and sending teachers to other institutions for undergoing theoretical as well as practical training. Selected teachers are sent abroad to develop their knowledge base. Also, HRD and management experts are invited to train and develop the teachers.

Illustration 4.5 At Mayo College, Ajmer (Main Building in the Background)



Illust. 4.6 Mayo College Library



Illust. 4.7 In the College Museum



Management at Mayo authorizes its efficient and experienced staff with certain annual and routine tasks like organizing major days/festivals, conducting sports meets, etc. Mayo College management believes in continuous and compulsory evaluation of employees. Performance of teachers and other employees is evaluated by the management through the application of control techniques like performance appraisal and feedback. The employees at Mayo are suitably remunerated for their services in the form of salaries, allowances and perks. Motivational techniques adopted are both financial and non-financial. Financial incentives include higher salaries, bonus, pension, retirement benefits, etc. Non-financial incentives include promotional avenues, recognition, appreciation, etc.

Mayo College in a way is a ‘finishing school’ that aims to send out a product civil in behavior, manner and speech. This has been the heritage, ethos and tradition of Mayo whose students in the pre-1950 period were drawn mainly from princely and noble families where discipline and good upbringing at home was inbred. Respect for elders, women, teachers or gurus as also for all employees is a part of the upbringing at Mayo even to this date.

The discussion held above outlines the important features, like background, mission and philosophy, social orientation, academic inputs and structural features of Mayo College. The succeeding portion of this chapter describes these features with respect to Amity International School, Noida.

4.4 Amity International School, Noida

Amity International School, Noida, affiliated to the Central Board of Secondary Education, Delhi was established by the Ritnand Balved Education Foundation (RBEF), spearheading the activities of the AKC Group of Companies in the field of education. The RBEF, a non-profit organization registered under the Societies Act-1861, is the umbrella body of all Amity institutions. It runs several educational institutions under the flagship of Amity Universe- a conglomeration of over 40,000 students, pursuing over 130 diverse programs and spread across 22 campuses. The organization has laid the foundation of Amity

International Schools in Saket, Noida, East Delhi, Vasundhara and Gurgaon. Another Amity school named Amitasha is meant for the economically deprived girl child. The school provides a free access to education, books, uniform and food to these girls. Amity today is also an assembly of collegiate schools creating baccalaureates in engineering, education, management, law, journalism and several other fields.

Amity International School, Noida owes its inception to the vision of its Founder Dr. Ashok K. Chauhan and Chairperson Dr. (Mrs.) Amita Chauhan. They are the driving spirit and the guiding light behind this project of developing human capital. Dr. Ashok K. Chauhan is committed to offer the best educational opportunities in a dynamic era. Dr. Amita Chauhan steers the institution towards the ideals of excellence and quality education.

The school is located on a 15 acre complex amidst picturesque surroundings adjacent to Kalindi Kunj on the link road between Noida and Delhi. A large expanse of open green fields flanks the school's boundary. The campus area has innovative landscaping that sets the right ambience for learning.

4.4.1 Vision, Mission and Philosophy

Amity International School, a co-educational English medium public school aims at developing mental, physical and spiritual potential of each child. The mission of Amity is to prepare professionals with a high quotient of quality. Amity aims at turning out from the portals of Amity school, well balanced, integrated personalities, with an amalgamation of East and the West. Amity International aims at blending innovation, modernity and tradition. Philosophy of the school proclaims itself in the belief 'Vidya Dadati Vinayam'. The emblem is a symbol of the indomitable power and humility that knowledge imparts. The school believes that knowledge alone brings with it light, harmony and peace. Amity endeavors to provide learning through genuine and holistic education in a stress free environment. The school aims to provide an ambience where students march to new frontiers of education with a spirit of enquiry. Amity believes in not only training them to

find challenging careers but also preparing them to face the complexities of life. Amity, tolerance, brotherhood, humility, patriotism, sensitivity to the environment, rationalism, courage to bear life's contingencies and to take up the cudgels on behalf of the underprivileged, are the hallmark of the Amitians. The school's vision is to develop world-class educational and technical base by providing school education as well as engineering, education, management, law and journalism courses.

4.4.2 Social Orientation

At Amity International School, students are exhorted to perform various *social service* activities thereby generating among children the feeling of social responsibility. To inculcate a spirit of humanitarianism and to awaken among the children an urge to work for the social amelioration, Amity International School has an active Social Service Club and an Interact Club, which is a part of the Regional Rotary Club. The school is involved in its commitment to society and environmental issues. From time to time financial and non-financial help is given to flood victims, cancer society, old age homes, etc. The Social Service Club members visit old age homes of Noida and Delhi during festivals and holidays and help the needy in their daily chores. The students also participate in Blood Donation camps organized by the Rotary International, Noida. Students are encouraged to plant trees and 'Vanmahotsavs' are organized from time to time. The Interact Club members collect food, clothes and money for orphans, street children and blind kids. Amitasha is a school established by Amity International School for the underprivileged girl children. Senior students of Interact Club go to Amitasha and teach children there. Through participation in the CLEAN India (NGO), students involve themselves in cleaning particular areas of Noida and Delhi that include slums.

Amity School provides financial assistance to its students in the form of scholarships and fee concessions. Fee concessions are provided to those students who are good in studies, but whose parents are not able to bear the school fees. Monetary concessions are also provided to the children of teaching and non-teaching staff members.

4.4.3 Delivery of Academic Inputs

In a short span of 10 years, Amity has developed its academic and infra structural facilities. For admission at Amity, a student has to clear a written test and an interview. Amity International has a well stocked air conditioned library with a range of books for the students, a sick bay, a play room for the tiny tots, clay modeling and art rooms, a fully equipped gymnasium, athlete track field, an audio visual room, dance and music rooms, Maths and Science laboratories and a number of other facilities. Amity believes in catching the children young. Young children are taught to handle computers in daily life. They progress to handle complex computer functions like middle area network, multimedia and Internet. At the **Pre-Primary School**, age for admission to class Nursery is 4+ as on 30 September of the academic session in which admission is sought. The approach at Pre-primary is *child centered and development oriented* and emphasizes on the child's interaction with his environment. The main objectives at this level are the development of social, language, physical and motor skills, creative expression, aesthetic and cognitive skills. Prayer assembly at Pre-Primary school is conducted twice a week. There are "theme parties" organized to celebrate different festivals. "Grandparents Day" is organized on a regular basis in which grandparents of kids are invited to share their experiences and tell stories to children of Nursery and K.G. Children interact with them and feel good. At the **Primary School**, a thematic approach is designed to stimulate children through various inter-active sessions and activities. Innovative, contemporary concepts are projected and reinforced through different subjects. '*Learning by doing*' culminating in 'joyful learning' is the ultimate goal. A blend of mass participation along with an emphasis on a sense of individuality is stressed upon. In the primary school, more and more emphasis is given on "*activity-oriented*" studies that include games, music, dance, lingua phonics, English speaking and conversation classes, baking classes, etc. The Amity management believes that activity based studies enable holistic development of the young children. For the academically weak students, remedial teaching is provided.

The emphasis at **middle school**, besides following the NCERT guidelines, is on developing the right study habits and securing an in-depth knowledge of the subject. The curriculum is research- oriented based on teamwork. Selection of matter and presentation

is given importance. Personality development, value education and coping with peer pressure are stressed upon at this stage. Parent Teacher Meeting (PTM) is organized every third Saturday where discussions between parents and teachers take place. At the **Senior School**, apart from the prescribed CBSE syllabus, the school strives to cater to their needs for competitive entrance exam through *result-oriented training*. For this purpose, experienced professionals are invited. The emphasis at this stage is on total development targeting the desired success. In the senior school, a number of inter house and inter school activities like dramatics, elocution, quiz, rangoli, face painting, etc. are organized. This helps to build up team spirit among students. The school keeps an open mind to the changing educational patterns, both abroad and at home. Through this cross-fertilization of ideas and teaching methods, the school endeavors to teach its children how to face the challenges of an international interface. To further enhance this aspect, exchange program of teachers and students with prestigious schools abroad and in India, are being processed.

4.4.4 Structural Features

Dr. Ashok K. Chauhan and Dr. (Mrs.) Amita Chauhan monitor the management of the schools with Principals and Vice Principals to look after the administration aspect of different sections of the school. Amity has branches, one each in Noida, east Delhi, Saket and Vasundhara and two in Gurgaon. These schools have their separate infra-structural facilities, teaching and administrative staff. Each school is headed by a Principal, who is assisted by heads at different sections. There is constant interaction between the Directors and Principals to discuss various existing and prospective plans and programs. For the proper administration, the school is categorized into four sections, viz., pre-primary, primary, middle and senior. Yet, there are some common facilities that all students may access. These facilities include a library, sickbay, gymnasium, playgrounds, skating rink, science laboratories, computer lab, etc. For the little children, the school has provided slides, seesaws, swings, etc. Beautiful landscaping is an attraction of the school. Separate buildings exist for each section of the school. Yet, each of the buildings is a part of the whole campus and are quite well connected and approachable. Amity head office, where

all the important activities like recruitment, selection, planning strategies, etc. are carried out, is located at Defence Colony, N. Delhi.

Amity tries to ensure that the selected teachers are trained and qualified. The researcher observed that there is good coordination between principal and staff. Principals have free hand in the administration of their sections. The teachers of each section report to their principals every day. Amity management organizes workshops and training sessions for its staff members in order to develop their interpersonal relations and to train them in various skills essential in their daily work. Training programs on life skills were organized during 2004-2005 session for three days in which external resource persons were invited. In-service and refresher programs are conducted for teachers of all levels during summer vacations. In this way, about 15-20 workshops, training and orientation sessions are organized in a year. In order to encourage interaction with teachers of other schools, a “Mathematics Excellence Center” has been started to provide an opportunity to the teachers of various schools to come to a common platform to share their knowledge and expertise through workshops, seminars and symposiums. Amity teachers are provided both monetary and non-monetary incentives. Monetary incentives involve providing leave encashment, medical allowance and free ship to their children studying in school, etc. Also, there are non-financial incentives like promotion in scales and grades, higher job responsibility, appreciation, etc. which build the will to work. At Amity motivation techniques have helped in reducing absenteeism and turnover. The teachers become more loyal to the school. The various monetary and non-monetary ways of incentives lead to friendly and cordial relationship between employer and employee.

Amity trains students as the ‘soldiers of righteous’. Spiritual leaders and experienced ‘acharyas’ often visit the school morning assemblies. Through their speeches, they help the Amitians face a fiercely materialistic world through time tested traditional Indian values. “To know thyself” is the motive that helps the students to emerge as successful persons with human virtues. Tolerance, brotherhood, humility, patriotism, sensitivity to environment, rationalism on behalf of the underprivileged is the hallmark of the students

Illustration 4.8 Researcher in front of the Senior Block at Amity International School, Noida



of Amity. Apart from this, the birthdays of all the great leaders, national and religious festivals are celebrated to make students aware of the glorious heritage and legacy of India. Meditation is a part and parcel of the school curriculum for senior students. Special classes are conducted to help them meditate and achieve concentration of a high order. The entire student community is divided into four houses. To foster a spirit of leadership the school has adopted the system of a Student Council to help in the management of school activities. The four houses are Alaknanda, Bhagirathi, Mandakini and Pawani. The house system inculcates qualities of leadership, cooperation, mutual understanding, tolerance and self-reliance among children. A number of clubs function at Amity like Astronomy Club, Electronics Club, Computer Science Club, WWF Club, Clean India Club and a number of other clubs and societies. Every student is required to join any active hobby of his/her choice. There are teams for different activities like cultural activities, organizing inter- and intra- school events, etc. Teachers and students work together in groups and are part of clubs and committees formed to organize and monitor specific activities like sports, dramatics, discipline, etc. At Amity, there is a two- way communication process between teachers and students. Teachers encourage students to present their views and thus, promote open communication. To tone the inherent instincts of the children, the school offers a range of activities from trips, excursions and camps to workshops and career counseling.

A unique feature of Amity International School is the “Pen Picture” scheme for all students in the middle and senior school. Personal files of students of each class are maintained by the class teacher in charge. Each file contains full record of the child regarding his performance in different subjects, sports, extra curricular activities and his/her personal qualities. These files are duly filled and inspected by the Principals on a regular basis. Further, range of activities is organized to tap the talents of the Amitians. Amity hosts the ‘Amity Utsav’ to celebrate the ‘Founder’s Day’. Student cultural exchange programs are also organized. To foster and nurture a love for art and culture, the school provides training in music (western and Indian), dance (folk and classical), drama (Hindi and English), art and sculpture. Renowned artists, under the aegis of SpicMacay, are invited to visit the schools from time to time to enchant the Amity students. The morning assembly is an

opportunity to the students for demonstrating their inner talents, as each and every child of the school gets a chance to participate in the assembly proceedings.

The above discussion presents the case study of Amity International School, Noida. The final portion of this chapter outlines the background, vision, mission and philosophy of Labour India Gurukulam Public School, Kottayam. Also, school's social orientation, academic aspects and structural features have been focused here.

4.5 Labour India Gurukulam Public School, Kottayam, Kerala

Labour India Gurukulam Public School, an ISO 9001:2000 certified institution, was founded by Mr. V.J.George Kulangara on 4th June 1993 in his home village Marangattupilly in Kottayam district of Kerala state of South India. The campus is situated on a calm and serene ambience on Labour India Hills near Marangattupilly, about 70 kms. from Kochi (Cochin) and 25 kms. from Kottayam. He dreamt of '*a school with a difference*'. His own Guru, the late Prof. K.M. Chandy, former Governor of Madhya Pradesh, inaugurated the school. The school has Dr. M.V.Pylee, former Vice-Chancellor, Cochin University, Rev. Fr. Thomas Nilackal and Sreemad Swaprabhanandan Swamikal as their patrons. The Labour India Public School is owned by Labour India Educational Trust, Marangattupilly. A number of respectable persons are on the advisory board of the school including Olympian Coach Dronacharya Prof. Sunny Thomas and Mahakavi Pala Narayanan Nair. The present school has seen a tremendous growth and progress with the cooperation of all concerned with the project. What evolved from a dream to create a Gurukulam back in the year 1993 is now providing education to over 850 students from 15 different countries. The Gurukulam at Labour India Hills has grown to become an educational institution, embracing traditional values through an international educational curriculum. In 2003, Labour India Group initiated to set up an Indo-American Education Research Foundation in U.S.A. The Foundation envisages an Indian Village in its 160+ acre campus in Bluefield, West Virginia with facilities for K-12 education, cultural interactions, yoga & meditation and tourism among others. In 2004, Labour India HRD Foundation Ltd. was set up to provide high quality education to Indian and International

students. The company has set-up Labour India Indo- American International Gurukulam School in Vagamon, located at an altitude of 1100 mt. and recommended by “National Geographic Traveller” as one of the 50 “must see” destinations. This school is providing quality K-12 education for Indian and International students with an option to transfer to the Bluefield School, USA. In 2005, Labour India Teachers College came into being, to provide teacher-training courses and to build teachers (Gurus) who can make a significant difference in the education scenario in India. The first batch has graduated in the year 2006.

Labour India Gurukulam Public School is a coeducational residential school. It was founded at Marangattupilly by Mr. V.J.George Kulangara, a visionary with a mission. Mr. Kulangara is a recipient of several prominent awards including the Millennium Leader Award and Outstanding Educationist of India Award. As a Chairman, he has earned the reputation of an organizer, motivator and has been at a helm of several organizations. His entrepreneurial skills are evident in the management of the school. He has emerged as a successful leader who has motivated many through his visionary style.

Labour India School respects the ancient Indian culture and builds up overall development of the child through the traditional Gurukulam system of education. The school blends the ancient Indian Gurukulam concept, which is the key to its success. Here, the Gurus and their shishyas stay, dine, play, learn and work together, keeping in tune with the school motto of *“Together We Labour, Together We Learn”*. The Labour India Gurukulam Public School & Junior College provides an option of better educational opportunities to aspirants. To evolve the present day child to be a worthy citizen in the 21st century, the school management has been adopting modern and practical methods of learning. The school is established as a co-educational institution offering a unique spectrum of curricular, co-curricular and extra-curricular activities. The school lays emphasis on a self-learning process, where the teacher and the taught constantly undergo an affectionate interaction with each other. The school bestows the modern dimensions to the role of teachers and students.

4.5.1 Vision, Mission and Philosophy

Labour India School's mission is to pursue *child-centered and activity oriented* education. It believes that a child is made confident, responsible and self-reliant through individual attention, based on a harmonious blending of Gurukulam education and modern concepts. The school is like a research institute where special care is provided for students with learning disability. Labour India Group, the parent organization of Labour India School believes in the gurukulam system of education where no child is ever rejected, where child is the center of every learning and where personal attention is given to every child focusing on physical, intellectual, emotional and spiritual strengths. It believes that the new millennium will accept only a child-centered education that can arouse the natural talents and capabilities of the learners. Scientific educational principles, psychological dimensions and philosophic ideas have to be integrated. So, at Labour India, the management tries to have a fusion of the ancient Gurukulam and modern educational concepts.

The Chairman of Labour India Public School, Mr. V.J.George Kulangara believes that "education is the birthright of every child, who is born with immense potentialities". Labour India Public School aims at providing a strong foundation for the child to become leader in the shifting and changing global scenario. The long-term objective of the school includes establishing a chain of schools and institutions where the child grows up in the natural environment and where the Gurukulam ambience prevails. "*Learning by doing*" is the motto of the school, as it is believed that a child can learn well by doing and learning is a pleasure. For achieving these goals, Labour India strives to provide state of the art facilities to its students to develop themselves.

4.5.2 Social Orientation

At Labour India, a high level of importance is accorded to the students and it is desired that the students develop into self-dependent, self-reliant and successful citizens of the nation. In this aim, apart from the management, the teachers, too, play a decisive role. The teachers at Labour India Public School act as "facilitators" who provide every type of

knowledge to the learner. One teacher deals with not more than five or six students, thereby, ensuring maximum individual attention.

The school believes that *service to the society* is an integral part of every organization. So, students of Labour India School are encouraged to care for the needy of the society. They nurse the sick and share time with the destitute. The school has formed groups of students who visit sick and destitute homes on holidays and Sundays. Children also serve food and provide clothing to mentally handicapped and old people. Both boys and girls are encouraged to take part in preparation of meals in the mess. Different groups of students have been formed to serve food on a turn basis. Inhabitants of the Gurukulam are also involved in other activities like cleaning rooms in the Gurukulam, sowing paddy in fields, community service tasks, etc. The school management believes that the true development of a child takes place through constant *student-teacher-parent coordination*. It communicates openly and frequently with parents and students. The Chairman himself allocates time everyday to meet visitors. The school sets apart a day every year for the parents. Many cultural and sports programs are organized solely for parents on this day, thereby, showing concern for them. Almost all the parents visit the school and meet the Director and related authorities. Parents are also invited to have lunch in the Gurukulam along with their children and teachers. The Gurukulam Mother (in charge) too discusses related matters with them. She acts as gracious host to the visiting parents and guardians.

4.5.3 Delivery of Academic Inputs

Labour India Gurukulam Public School is affiliated to the Central Board of Secondary Education (CBSE) Delhi. The syllabi at the school are as per the CBSE. The textbooks are those prescribed by the National Council of Educational Research and Training (N.C.E.R.T). 'English' is the medium of instruction. The academic year commences in mid-May and closes by the end of March every year. Labour India Public School offers admission to L.K.G., U.K.G. and from classes I to XII. Pupils who complete 3 years of age on 1st June are eligible for admission to L.K.G. and those who complete 5 years of age are eligible for admission to class I. There is no admission test. Eligible students, from even

the Malayalam medium schools, are admitted and later, given special coaching to improve English. The school's model curriculum balances affective, psychomotor and intellectual domains of learning. For admissions, preference is given to state or national sports champions and athletes. In keeping with its vision, the school aims at the total development of students through a holistic approach to education. The school accepts the brainy and the mediocre alike, identifies their skills and strengths and transforms them effectively to match the needs of the 21st century.

Apart from the subjects like English, Mathematics, Environmental Studies, Science, etc., state language Malayalam is compulsory up to class VIII. For IX and X classes, Hindi is also offered instead of Malayalam. At plus-two level, the school offers its students to choose any five subjects from English, Physics, Chemistry, Mathematics, Biology, Computer Science, Economics, Business Studies, Accountancy and Malayalam. Biotechnology, Informatics Practices, Physical Education and French are the additional options at plus-two level. The school lays emphasis on sports and athletics. The school has been the National Champion in CBSE Athletics for the 3rd consecutive time this year (2005). Its sports faculty has brought laurels to the school at the regional and national level for a long time. The school gives equal importance to organizing important days like Environment day, Teachers' day, etc and festivals like Onam and Christmas. A number of co-curricular activities like rangoli making, drawing, debate, etc are conducted as per the annual calendar. Seminars and training sessions are conducted to provide practical exposure to the students. Recently, Math Seminar cum Exhibition and English Association were organized in the school. Lectures on topics of current importance like 'Sex Education' and 'Disaster Management Training' are organized to provide correct information to the youngsters.

The young students of Primary classes are encouraged in diverse activities, including games. A lot of emphasis is given on practical knowledge in different subjects, like geography, maths, science, etc. The school has "*Saturday activities*" that include mountaineering, gardening, cycling, shooting, home science, kalari (martial arts of Kerala) and music. Apart from this, each class is required to go for a study tour once a year for I to

5 days. Organization of study tour is done entirely by students under the guidance of class teachers. It is believed that experience is the best teacher. The school believes that each form of play provides a learning experience that is remembered for long. So, the management provides an interesting mix of facilities – some that make use to the fullest, the ruggedness of nature while others are ultra modern Educational Gadgets. This combination together provides a unique learning experience to young children.

4.5.4 Structural Features

The management of Labour India School is in the hands of Managing Director, Chairman, Directors and members of management body. They are assisted by the Principals and Vice-Principals. Unique feature of education at Labour India is instilling a family feeling characterized by individual attention. *Gurukulam* is an innovative concept adopted at Labour India Public School, where shishyas (students) of different ages, religions and regions live together under a single roof along with their gurus (teachers). There are about 850 students from 15 countries residing in the Gurukulam. Labour India Gurukulam is like a 'community' in a real sense, with students and teachers working and learning with a corporate and cooperative spirit. The Gurukulam contains a variety of students of different ages, from different countries, activities and backgrounds. In this community, there are opportunities for students to grow. The children develop qualities of honesty, loyalty, integrity, courage, self-confidence and leadership during their stay at the school. The Gurukulam helps to develop better understanding among students and between teachers and students. The ambience resembles that of an 'ashram', but with essential and modern facilities to cater to various needs of the child. There are modern facilities like Internet and multimedia as well as traditional activities like rearing of goats and farming. Gurukulam is a home away from home. The Director lays stress on the students living in Gurukulams. Mr. Kulangara believes that children need models more than they need cities in building up character and values. So, he stays in Gurukulam round the clock and encourages the inmates with praise acknowledgements. Leadership training, personality development, yoga and indoor and outdoor games are given special emphasis. Nutritious multi-cuisine menu and in-house medical care are some other highlights of the Gurukulam. The Labour

India Gurukulam has been conceived to foster each child with the excellence of the ancient gurukulam system and the most modern concepts of world-class educational systems. Gurukulam introduces students to the Indian cultural heritage through a rigorous curriculum, international in its approach to people, knowledge, values, and skills. Commitment to a one-on-one teacher-student learning relationship is fundamental to the program. At Labour India Gurukulam, the culture of Indian schooling is followed with certain differences. The Gurukulam is located at a small distance from the school, neither too far, nor too close. There are cottages having necessary facilities for its residents.

The day at Gurukulam starts with morning assembly. Birthdays of children residing in the Gurukulam are celebrated. Kalari exercise and yoga are compulsory for all students in the morning. Gurukulam is a community in itself, in a full and real sense with a corporate spirit, corporate activities, a corporate pride and a common will. It contains a variety of students of different ages, who come from different countries, activities and backgrounds. Gurukulam teaches and trains the youngsters to be self-dependent, self-reliant and to be successful in their community. The teachers at Gurukulam pay a lot of attention on the children. The students develop good study habits, which prove very helpful in their future studies. The Gurukulam creates learning opportunities to meet the needs of the learner and adaptable to his/her level of maturity. The Labour India Gurukulam's library program supports the educational goals of the School, and encourages the love of reading and learning. The members of the school community come to browse, read, study, and explore. The unified library catalog combines unique collections. These materials are carefully selected by school management and faculty members. They support the Primary, Middle, High School, Higher Secondary School Years, as well as promote pleasure reading for all ages. From time to time, the school management organizes *interactions* with noted personalities and specialists of different fields. Scientists are invited to talk to the students on varying topics. Dr. M.V. Pillai, a world famous oncologist based in US graced the Gurukulam with his presence and shared valuable experiences with the students.

Labour India Gurukulam Public School & Junior College has a number of *common facilities* for all its students, like Digital Smart Classrooms, Well-equipped Science/ Bio-

Technology/ Computer/ Language Laboratories, Junior and Senior Library and Reading Rooms, High Speed Broadband Internet Connection, Audio-Visual Education, Modern Gymnasium, Sports Hostel, Athletic Track/ Football Ground/ Cricket Ground, Volleyball/Basketball Court, etc. *SMART CLASS program* is a comprehensive technology enabled teaching solution with adequate teaching resources to teachers such as Animation Clips, Videos, Pictures, etc. Teachers use these resources right inside the Classrooms using a display device and a networked computer to teach their specific subjects and topics. Classrooms are equipped with multiple display monitors and a PC for the teacher connected to the Knowledge Center. Teachers use the digital resources while teaching the chosen topic inside the classrooms enabling students to acquire a faster and a better understanding of the concepts taught. The SMART CLASS program is powered by a Curriculum Research Center (CRC) set up to provide best of teaching tools and resources created and assimilated by a team of subject matter experts, experts in pedagogy and instruction designing. The CRC continuously upgrades its repository of digital teaching resources drawn from the Internet, CD ROMs, Books and Videos from across the world. A teacher resource facility well equipped with supporting technology infrastructure has been created for the teaching staff. The teachers use the facility to create their own specific resource requirement plans and evaluate their teaching sessions. Teachers can then choose from a basket of resources provided to them for a specific topic, subject or class. Teachers also upload presentation materials that they may choose to create for the classroom sessions. The smart class program, since its inception has improved teacher effectiveness in class and resulted in better academic performance by students. It has also enabled teachers to use the latest technology enabled teaching tools and resources selected from across the world. At Labour India Gurukulam, Information Technology is an essential aspect of education. Projects and assignments have been designed to help the students use technology as a tool for learning and research in diverse disciplines such as history, geography, science, computer programming, etc. There are full-fledged computer laboratories at the campus. There are also computers available for student use in the library. Digital projectors, screens and sound systems enable teachers to take advantage of the enormous range of teaching resources. The school publishes annual magazine that displays literary skills of students and gives an insight into happenings of the school. Its

website, www.gurukulam.com is a source of information about the school developments to all concerned people.

At Labour India Public School, the Chairman keeps himself in touch with the teachers in the school and at the gurukulam. He is like a guide and a parent to the teachers. The Chairman delegates new and challenging tasks to promising staff members. The researcher noticed how Mr. Kulangara motivated one of the experienced Vice Principals to take up the position of Principal of the new school that was being established at Vagamon. He took her to the new school that is located about 50 kms. from Marangattupilly every time he went there. He presented this task as a challenge to her. It was noted that the school management cares for its staff and through motivation techniques-both financial and non-financial- tries to provide job satisfaction to them. Financial incentives include perks, educational allowance for own children studying in school, etc. and non-financial incentives include appreciation of work, assignment of challenging and responsible jobs, promotion, etc. The students are also rewarded and appreciated for their brilliant efforts in the field of academics, sports and co-curricular activities. The school honors its X and XII class toppers apart from all other toppers and achievers. Recently, the best student and the best teacher of the year were treated to a four-day trip to Lakshwadeep Islands. Further, sport infrastructure has been well developed at Labour India. The school's vision is of winning an Olympic Medal in Athletics for India. The school in collaboration with the Indian Olympic Academy is providing facilities of international standards, like sports hostel and recruiting talented youngsters.

Illust. 4.9 Along with Students at Labour India G. P. School, Kottayam



Illust. 4.10 In front of Gurukulam at L.I.G.P.S., Kottayam



Illustration 4.11 At Labour India Gurukulam Public School (Playground in the background)



The present chapter throws light on the vision, mission and philosophy and social orientation of the five schools, selected for study by the researcher. The academic component and structural features of these schools are outlined through case studies. In the next chapter, the researcher has indicated the findings of the study and attempted to evolve a 'Model of Excellence'.

CHAPTER - 5

**Evolving A Model
of Excellence**

Evolving A Model of Excellence

5.1 Overview of Findings

The study attempted at understanding how some schools create and sustain excellence for a long span of time. The findings indicate that schools create excellence through the certain managerial attributes. The study identifies eight attributes of excellence for schools, namely, *Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose-Tight Properties.*

A well-articulated mission and clear and noble vision is the primary attribute that a school must possess to claim excellence. The mission and core values shape the present and future of the organization. The next important attribute of excellence is entrepreneurship and inspiring leadership. The promoter leads the organization. Without an inspiring and visionary leadership, organizational excellence cannot be attained. An open and nurturing as well as professional culture has been identified in excellent schools. Excellent schools are innovative and dynamic. They sense opportunities and try to take maximum advantage of the situation. Excellent schools exhibit cordial interpersonal relationship with their clients. They are loyal to their customers. Apart from this, motivation and initiative is an essential quality of excellent schools. They stress on quality-oriented motivation, both monetary and non-monetary. Communication networking is marked by openness and well-defined channels in excellent schools. Finally the last attribute of excellence is presence of simultaneous loose-tight properties. This suggests that the excellent schools maintain a balance between centralized and decentralized authority. These attributes were found present in all excellent schools, though the degree or intensity of their presence differed from one school to another. The study also stresses that in this modern world of turbulence,

competition and dynamism, sustainability of excellence becomes as much significant as its creation. Sustainability is the distinctive ability of an organization to maintain outstanding performance (excellence) over long spans of time. Sustained excellence gives an organization resilience, adaptability, ability to change and innovate to survive and grow.

5.2 Attribute Based and School Based Analysis

The analysis of various attributes of excellence of schools has been done on a five- point scale ranging from 1 (lowest level) to 5 (highest level) on a continuum.

- 1 represents very low presence
- 2 represents low presence
- 3 represents average presence
- 4 represents high presence
- 5 represents very high presence

The intensity of presence of each attribute and its constituents is arrived at by the researcher on the basis of observation. Informal interaction with the key constituents during field visits and information gathering through checklist helped the researcher crystallize ideas about presence of attributes that lead to creation and sustenance of excellence in the schools. Further, school based analysis has also been made by calculating percentage scores of their level of excellence in individual attributes. The schools are then categorized as following.

Table 5.1 Categorization of Schools in terms of Excellence

S.No.	% SCORE	LEVEL OF EXCELLENCE
1.	Above 90%	* * * * * [OUTPERFORMERS]
2.	81% to 90%	* * * * [SHINING STARS]
3.	Upto 80%	* * * [MILESTONES]

5.2.1 Vision, Mission and Core Values

Though there are varied aspects of organizational excellence, yet a well-articulated mission and clear, noble vision is an essential prerequisite for excellent schools. These schools are driven by a mission of excellence. They have a difficult, well set milestone, but one that they have been achieving and are on their way to achieve by putting the right teams and right managerial functions.

Table 5.2 Rating of Attribute- Vision, Mission and Core Values

S.No.	Sub-Attribute	ES	CMS	MC	AIS	LIGPS
1.	Presence of Well Articulated Mission	5	5	5	5	5
2.	Clear, Noble Vision	5	5	4	4	5
3.	Presence of Certain Core Values	5	5	5	5	5
TOTAL SCORE		15	15	14	14	15
% SCORE		100	100	93.9	93.3	100

(ES= Eklavya School, CMS= City Montessori School, MC= Mayo College,
AIS= Amity International School, LIGPS= Labour India Gurukulam Public School)

Table 5.2 and Fig. 5.2 (pp.128) indicate that all the five schools studied here have a well-articulated mission and each possesses certain core values that govern the day-to-day affairs and policies of the schools. The level of presence of the sub-attribute 'clear, noble vision' is very high in Eklavya School, CMS and Labour India School and slightly less in Mayo College and Amity School. These schools set highly ambitious goals and chose to operate to enhance their internal capacities like in the case of Labour India Gurukulam Public School. School wise, it can be seen that Eklavya School, CMS and Labour India are rated very high in all the three sub-parameters of the excellence attribute, thereby getting a total of 15 each. The other two schools, Mayo College and Amity School have very high scores on two sub-parameters, first and third and high on sub-parameter second, thereby getting a total of 14 points.

Table 5.2.1 Level of Excellence of Schools - Vision, Mission and Core Values

Name of School	% Score	Level of Excellence
ES	100	* * * * * [Outperformer]
CMS	100	* * * * * [Outperformer]
MC	93.3	* * * * * [Outperformer]
AIS	93.3	* * * * * [Outperformer]
LIGPS	100	* * * * * [Outperformer]

Table 5.2.1 depicts the comparison of percentage scores of the five schools and the level of excellence associated with them related to the first attribute of excellence viz., vision, mission and core values. All the five schools get 5 stars (>90%) and thus, they come under the category of outperformers.

5.2.2 Entrepreneurship and Inspiring Leadership

Leadership in the excellent schools covered in this study is value-based and principle centered. The leaders have a long-term institution-development orientation. They create an organizational environment for innovation, initiative and entrepreneurship. They strive for constant improvement in every aspect of the school, as noted in Eklavya School and City Montessori School. The leaders of some of the best schools follow simplicity and role

model some strong principles of life, as is evident from Labour India Public School, City Montessori School and Eklavya School. The leaders of excellent schools have developed extraordinary levels of commitment and sense of pride among the members of the organization and all related to the organization. These leaders do not limit leadership to the upper levels of the hierarchy. They take great care to reach out to the lower levels. They maintain regular contact with the students, like in the case of City Montessori School, Eklavya School and Labour India Public School. For them, institutional interest has been always above their personal glory.

Table 5.3 Rating of Attribute- Entrepreneurship & Inspiring Leadership

S.No.	Sub-Attribute	ES	CMS	MC	AIS	LIGPS
1.	Visionary Leadership	5	5	5	5	5
2.	Openness and Adaptive to Change	5	5	3	4	5
3.	Inspiring Leadership	5	5	4	5	5
4.	People Centric	5	5	4	3	5
TOTAL SCORE		20	20	16	17	20
% SCORE		100	100	80	85	100

As indicated in table 5.3 and fig. 5.3 (pp.128), leaders of the five schools are visionary and inspire their followers. High scores of Eklavya School, City Montessori School and Labour

India School indicate that the presence of inspiring leadership and their open attitude and their adaptability to change makes these schools excellent. Mayo has a visionary leader but there is a little lack of openness and adaptability to change. Leadership at Amity scores an average in terms of people centeredness. Overall, Eklavya School, CMS and Labour India School have sustained presence of this attribute, thus making them excellent schools.

Table 5.3.1 Level of Excellence of Schools- Entrepreneurship & Inspiring Leadership

Name of School	% Score	Level of excellence
ES	100	* * * * * [Outperformer]
CMS	100	* * * * * [Outperformer]
MC	80	* * * [Milestone]
AIS	85	* * * * [Shining Star]
LIGPS	100	* * * * * [Outperformer]

Table 5.3.1 shows that in terms of the attribute-entrepreneurship and inspiring leadership, Eklavya School, City Montessori School and Labour India School are outperformers (5 stars), while Amity International School gets 4 stars, so it is a shining star. The fifth school, Mayo College, is categorized as milestone, with 3 stars.

5.2.3 Organizational Culture

Excellent organizations develop a unique culture of their own. They espouse certain traditions and values. They do not compromise on their core values for short run gains. Eklavya School, Mayo College, Amity and Labour India School practice a high degree of professionalism in policies and decision- making. Good schools have an open and distinct culture. They encourage openness in behavior and communication. They encourage discussion on specific issues, like in Eklavya, City Montessori School and Labour India School. They promote a sense of belongingness, commitment and pride among their members. These schools realize their social commitment and so, initiate some programs to deal with specific environmental and social problems, as is evident from the study of Eklavya School, CMS, Amity International School and Labour India School.

Table 5.4 Rating of Attribute- Organizational Culture

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Professionalism	5	4	5	5	5
2.	Tradition Filled	4	5	5	4	5
3.	Open Culture	5	5	3	4	5
4.	Distinct Culture	5	5	5	4	5
TOTAL SCORE		19	19	18	17	20
% SCORE		95	95	90	85	100

Table 5.4 and figure 5.4 (pp.129) highlight the extent of presence of open and distinct tradition filled organizational culture in the five schools studied. Professionalism is found to be of a very high level in all schools except CMS. CMS, Mayo College and Labour India School showed a culture that is traditional and sticks to the basic thoughts and values. There is average openness in organizational culture at Mayo while Eklavya and Labour India have very open cultures. Almost all the schools except Amity have a distinct culture marked by some or the other identifiable characteristics. Schoolwise, it can be found that Labour India scores very high (20 points) on this count. The school has a distinct culture imbining the 'Gurukulam' concept. Next is the Eklavya School and CMS with 19 points followed by Mayo with 18 points each and Amity with 17 points.

Table 5.4.1 Level of Excellence of Schools- Organizational Culture

Name of School	% Score	Level of Excellence
ES	95	* * * * * [Outperformer]
CMS	95	* * * * * [Outperformer]
MC	90	* * * * [Shining Star]
AIS	85	* * * * [Shining Star]
LIGPS	100	* * * * * [Outperformer]

Table 5.4.1 shows that three schools, namely, Eklavya School, City Montessori School and Labour India School are outperformers in terms of presence of the third attribute of excellence, organizational culture. The other two schools, Mayo College and Amity International School, are categorized as shining stars and they get 4 stars.

5.2.4 Innovation and Organizational Creativity

The excellent schools covered in this study ensure that they remain innovative. Initiative and creativity of members of organization is encouraged by management. Innovative methods are mainly focused on creating and delivering value to their customers. These schools sense opportunities and attempt to capitalize them. One of the schools studied, Mayo College, shifted from being a 'school for the royals' to a 'school for all' to take advantage of the changing times and to compete with other boarding schools. Excellent schools benchmark their strategies and practices to ensure international standards of quality in delivery, like in the case of Mayo College, CMS and Amity International School.

Table 5.5 Rating of Attribute- Innovation and Organizational Creativity

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Sustained Focus	5	5	4	4	4
2.	Stress on Innovation	4	5	4	4	5
3.	Focus on Internationalism for Competitiveness	4	5	5	5	4
4.	Sensing Business Opportunities	4	5	4	4	4
TOTAL SCORE		17	20	17	17	17
% SCORE		85	100	85	85	85

Table 5.5 and figure 5.5 (pp.129) demonstrate varied scores for the different schools under different sub-parameters. Eklavya School and CMS have a very high score on continuous focus to innovation and creativity. The table shows that CMS lays the maximum emphasis on innovation. They have a separate “Innovation Wing” which engages in continuous innovative activities. Eklavya, Mayo and Amity also stress on innovation, but the maximum score i.e. of 5, is earned by CMS and Labour India School. CMS and Mayo score very high on focus towards internationalism for competitiveness. In terms of the fourth sub-parameter, CMS is the leading school while all other schools lay comparatively lower emphasis on sensing opportunities and encouraging innovation. Overall, CMS score 20 points, while Eklavya, Mayo, Amity and Labour India score 17 points each.

Table 5.5.1 Level of Excellence of Schools- Innovation & Organizational Creativity

Name of School	% Score	Level of Excellence
ES	85	* * * * [Shining Star]
CMS	100	* * * * * [Outperformer]
MC	85	* * * * [Shining Star]
AIS	85	* * * * [Shining Star]
LIGPS	85	* * * * [Shining Star]

Table 5.5.1 exhibits the categorization of schools in terms of excellence on account of attribute- innovation and organizational creativity. Eklavya School, Mayo College, amity International School and Labour India School belong to the group of shining stars, while CMS leads with 100%, so, it is an outperformer.

5.2.5 Social Orientation

The outstanding schools maintain cordial interpersonal relationship with their clients, which include students and their parents. They believe in customer loyalty through service and performance. They cultivate goodwill of customers and stakeholders, of which outstanding examples are Eklavya School, CMS and Labour India School. The schools deliver in what their stakeholders desire. CMS believes in cultivating excellent relationship with the parents of children through a number of meetings and get together sessions. In

these pursuits, the excellent schools are actively guided and supported by their senior management. All the five schools showed very high or high loyalty through service and reliability to the members of the society.

Table 5.6 Rating of Attribute- Social Orientation

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Cordial Interpersonal Relationship	5	5	4	4	5
2.	Loyalty through Service & Reliability	5	5	5	5	5
3.	Active Involvement of Senior Management	5	5	4	4	5
4.	Productivity through People	5	5	4	4	5
TOTAL SCORE		20	20	17	17	20
% SCORE		100	100	85	85	100

Table 5.6 and figure 5.6 (pp.130) illustrate the presence of the excellence attribute ‘social orientation’ in the five schools. It is found that Eklavya School, CMS and Labour India are very conscious and responsive to their stakeholders. So, they score full points on the four sub-parameters. All the five schools exhibit a high level of service and reliability. Mayo and Amity maintain cordial interpersonal relationship, while the remaining schools score even better on this account. The senior management at Eklavya, CMS and Labour India shows much more active involvement in providing social satisfaction in comparison to their counterparts in Mayo and Amity. In terms of schools, Eklavya, CMS and Labour India get maximum score i.e. 20 each while Amity and Mayo get 17 each.

Table 5.6.1 Level of Excellence of Schools- Social Orientation

Name of School	% Score	Level of Excellence
ES	100	* * * * * [Outperformer]
CMS	100	* * * * * [Outperformer]
MC	85	* * * * [Shining Star]
AIS	85	* * * * [Shining Star]
LIGPS	100	* * * * * [Outperformer]

As depicted in Table 5.6.1, Eklavya School, CMS and Labour India School are outperformers (5 stars), while Mayo College and Amity International School are shining stars, as they score 4 stars.

5.2.6 Motivation and Reinforcement

The excellent schools understand that human resources need to be motivated from time to time in order to increase their efficiency. So, these organizations encourage the ideas and suggestions of employees and reward those with discretion. In order to take the best from their employees, the schools stress on motivation, both financial as well as non-financial.

Table 5.7 and figure 5.7 (pp.130) suggests variations in the scores of different schools on sub-parameters of attribute-“motivation and reinforcement”. Eklavya School and CMS score maximum on the first sub-parameter, i.e. they reinforce initiative in significant measure among their staff members. Other schools earn 4 points each, i.e. slightly lower presence of encouragement to initiative. Eklavya School and Labour India stress more on quality oriented motivation in comparison to other schools. With regard to the third sub-attribute, unpredictable reinforcement, Labour India School earns maximum points, i.e., 5. Labour India management believes that regular reinforcement loses impact. So, unpredictable and sporadic reinforcements work better. There is greater emphasis on monetary incentives at CMS. Eklavya, Mayo and Amity too give high level of monetary incentives while Labour India provides average level of such incentives to their staff. In terms of the schools studied, Eklavya and CMS get highest score, i.e. 18, suggesting that

school managements believe that motivation and reinforcement is essential for retaining quality workforce.

Table 5.7 Rating of Attribute- Motivation and Reinforcement

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Encouragement to Initiative	5	5	4	4	4
2.	Stress on Quality Oriented Motivation	5	4	4	4	5
3.	Unpredictable rather than Regular Reinforcement	4	4	4	3	5
4.	Monetary Incentives	4	5	4	4	3
TOTAL SCORE		18	18	16	15	17
% SCORE		90	90	80	75	85

Table 5.7.1 Level of Excellence of Schools- Motivation and Reinforcement

Name of School	% Score	Level of Excellence
ES	90	* * * * [Shining Star]
CMS	90	* * * * [Shining Star]
MC	80	* * * [Milestone]
AIS	75	* * * [Milestone]
LIGPS	85	* * * * [Shining Star]

In Table 5.7.1, it can be seen that Eklavya School, CMS and Labour India School are categorized as shining stars, as they get 4 stars. Mayo College and Amity International School get 3 stars, so they are milestones.

5.2.7 Communication Network

There are elaborate channels of communication in excellent schools. There is openness and clarity in communication. People are encouraged to ventilate their emotions and express opinion on issues in a candid manner. The senior management makes active efforts to reach out to the teachers and students during meetings and convince them to come forward to show their commitment to the organization. Regular feedback regarding changes in policies and programs is encouraged. The example of Eklavya is instructive in this regard. A free flow of information across the school is created so that a transparent system of information and knowledge sharing is established.

Table 5.8 Rating of Attribute- Communication Network

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Well Defined Channels	4	5	5	4	4
2.	Openness in Communication	5	3	3	3	5
3.	Two-Way Communication	5	4	4	4	5
4.	Communication with Related Parties	5	5	4	4	4
TOTAL SCORE		19	17	16	15	18
% SCORE		95	85	80	75	90

Table 5.8 and figure 5.8 (pp.131) indicates that almost all the schools studied here have well defined channels of communication. Also, Eklavya and Labour India have very high level of openness and two-way communication systems. On the other side, CMS, Mayo and Amity have average openness in communication and comparatively lower level of two-way communication.

The table and figure further show that CMS and Eklavya maintain communication network with stakeholders like public, parents and government. The remaining schools do not maintain such an intense communication with outsiders. Schoolwise, Eklavya leads with score of 19 followed by Labour India with 18, CMS with 17, Mayo with 16 and Amity with 15 points.

Table 5.8.1 Level of Excellence of Schools- Communication Network

Name of School	% Score	Level of Excellence
ES	95	* * * * * [Outperformer]
CMS	85	* * * * [Shining Star]
MC	80	* * * [Milestone]
AIS	75	* * * [Milestone]
LIGPS	90	* * * * [Shining Star]

The Table 5.8.1 shows that Eklavya School outperforms in presence of attribute, communication network. CMS and Labour India School are categorized as shining stars, while Mayo College and Amity are termed as milestones.

5.2.8 Simultaneous Loose-Tight Properties

Excellent schools like Eklavya School, Amity International School and City Montessori School strive to maintain a balance between centralized and decentralized authority. The strategic tasks and decisions are centralized while routine decisions are left to the lower levels of management. Also, there is simultaneously strictness as well as leniency in implementation, i.e. important tasks are executed strictly with a formal shape, while not so important tasks are implemented with an element of flexibility. This simultaneous loose-tight property creates scope for adjustments.

Table 5.9 Rating of Attribute- Simultaneous Loose-Tight Properties

S.No.	Sub- Attribute	ES	CMS	MC	AIS	LIGPS
1.	Balance between Centralization & Decentralization	5	4	5	4	4
2.	Simultaneous Internal & External Focus	5	4	4	4	4
TOTAL SCORE		10	8	9	8	8
% SCORE		100	80	90	80	80

Table 5.9 and figure 5.9 (pp.131) suggest a very high level of balance between centralization and decentralization of authority at Eklavya and Mayo. The other three schools score slightly lower on this account. At Eklavya, there is high level of emphasis on both internal and external factors, i.e. strictness and leniency at the same time. Some tasks are rigidly controlled, like matters related to discipline. On the other hand, encouragement is given to autonomy, entrepreneurship and innovation, for example in academics and co-curricular activities and matters dealing with creativity and initiative among students and staff members. The other schools have slightly lower level of balance, i.e. a combination of rigidity and flexibility. School wise, Eklavya leads with 10 score followed by Mayo with 9 and CMS, Amity and Labour India with 8 points each.

Table 5.9.1 Level of Excellence of Schools- Simultaneous Loose- Tight Properties

Name of School	% Score	Level of Excellence
ES	100	* * * * * [Outperformer]
CMS	80	* * * [Milestone]
MC	90	* * * * [Shining Star]
AIS	80	* * * [Milestone]
LIGPS	80	* * * [Milestone]

Table 5.9.1 depicts that in terms of presence of simultaneous loose-tight properties, the eighth attribute of excellence, Eklavya School leads with 5 stars. Mayo College is categorized as shining star, while the other three schools are classified as milestones.

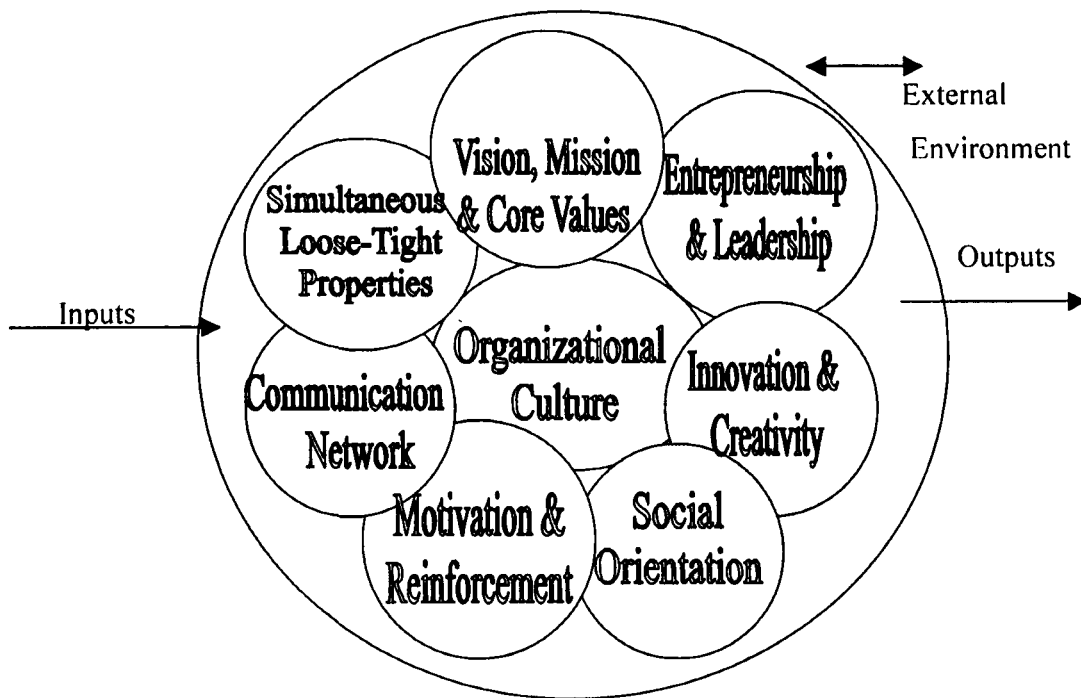
Table 5.10 Summary Table of Findings

Attribute	School ->	ES	CMS	MC	AIS	LIGPS
I	Vision, Mission, and Core Values	100	100	93.3	93.3	100
II	Entrepreneurship & Inspiring Leadership	100	100	80	85	100
III	Organizational Culture	95	95	90	85	100
IV	Innovation and Organizational Creativity	85	100	85	85	85
V	Social Orientation	100	100	85	85	100
VI	Motivation and Reinforcement	90	90	80	75	85
VII	Communication Network	95	85	80	75	90
VIII	Simultaneous Loose-Tight Properties	100	80	90	80	80
	FINAL % SCORE	95.6	93.7	85.4	82.9	92.5

The table 5.10 given above depicts the summary of findings of the study. The percentage scores of the five schools attribute wise have been summarized. The final percentage score shows that Eklavya School, City Montessori School and Labour India School emerge as 'Outperformers'. The other two schools, Mayo College and Amity International School, emerge as 'Shining Stars'.

5.3 8 in 1 Model of Excellence

Fig. 5.1 “The 8 in 1 Model of Excellence”



This study focused on excellent schools. It identified eight organizational attributes that create and sustain excellence in schools. The crystallization of these attributes help evolve the “**Model of Excellence**”. This model incorporates all the attributes of excellence that are present in excellent schools. As has been discussed earlier, the degree of presence of these attributes differs from one school to another. This study of excellence led the researcher to the identification of eight major clusters on the basis of which the 8 in 1 framework has been developed. This may be termed as the “8 in 1 Model of Excellence”.

The eight organizational attributes that constitute the 8 in 1 framework are:

1. **Vision, Mission and Core Values:** Presence of a clear vision, well-articulated mission and core values like absolute integrity, probity and prudence.
2. **Entrepreneurship and Inspiring Leadership:** Proactive, visionary and innovative leadership with openness, learning and change; a team-based approach.
3. **Organizational Culture:** Tradition filled, as well as open, distinct culture with professionalism and sense of belongingness and pride.
4. **Innovation and Organizational Creativity:** Stress on Innovation and Creativity along with sustained dynamism and focus on internationalism for competitiveness.
5. **Social Orientation:** Cordial interpersonal relationship with stakeholders, belief in customer loyalty complemented by active involvement of senior management.
6. **Motivation and Reinforcement:** Encouragement to initiative and stress on quality oriented motivation.
7. **Communication Network:** Well-defined channels, openness and clarity in communication, seeking feedback from related parties.
8. **Simultaneous Loose-Tight Properties:** A balance of centralized as well as decentralized authority and simultaneous internal and external focus.

The analysis of the attributes also points out that these attributes are overlapping as well. They are not mutually exclusive attributes. Rather they reinforce each other and collectively make schools excellent. The “8 in 1 Model of Excellence”, therefore, is an interactive and dynamic configuration of all the eight key attributes. Leaving out any attribute may render the model incomplete.

The sixth, also the last chapter presents the conclusion and highlights of this research study. Future directions of research are also outlined in this chapter.

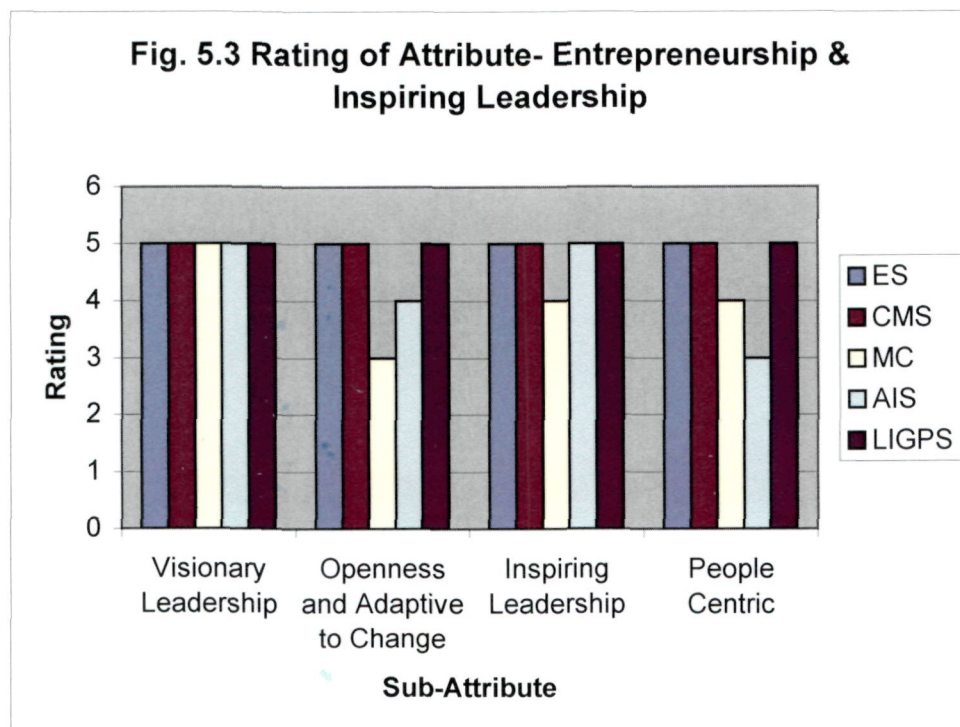
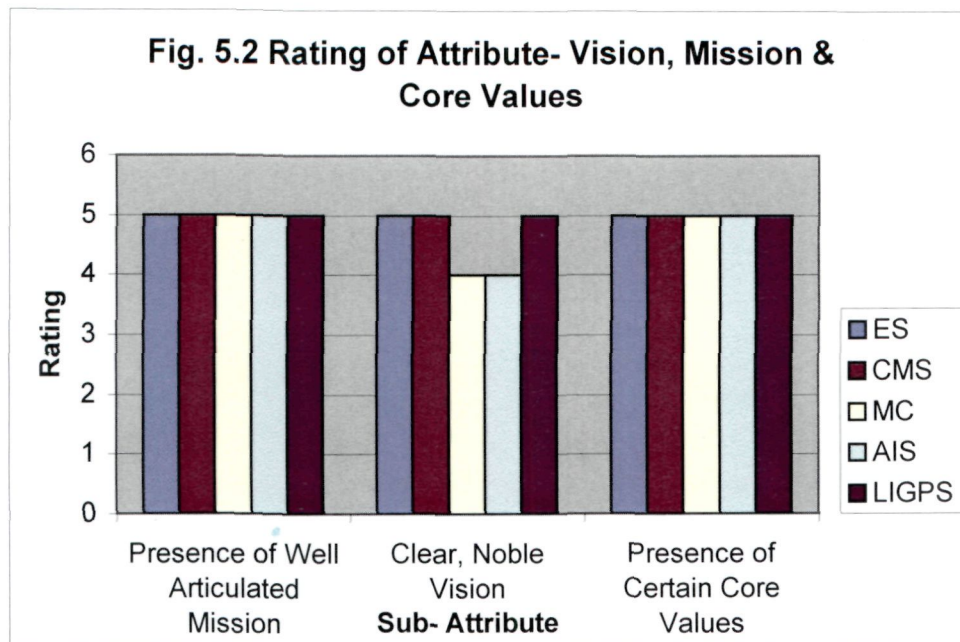


Fig. 5.4 Rating of Attribute- Organizational Culture

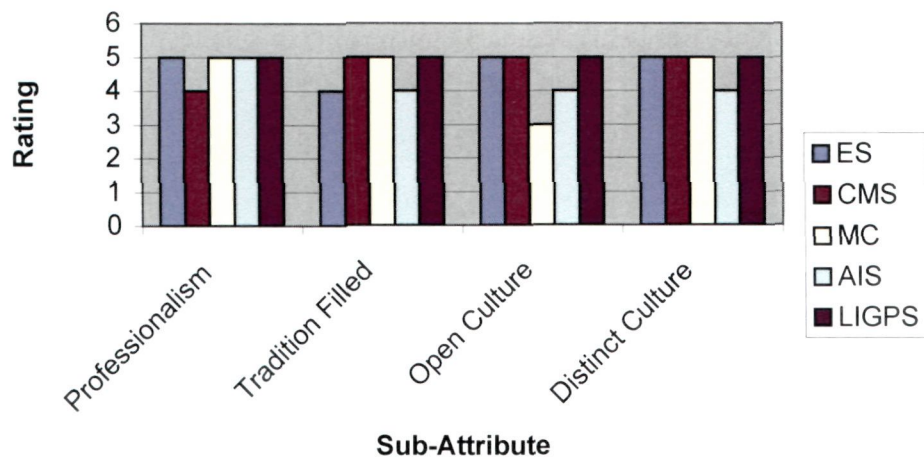


Fig. 5.5 Rating of Attribute- Innovation & Organizational Creativity

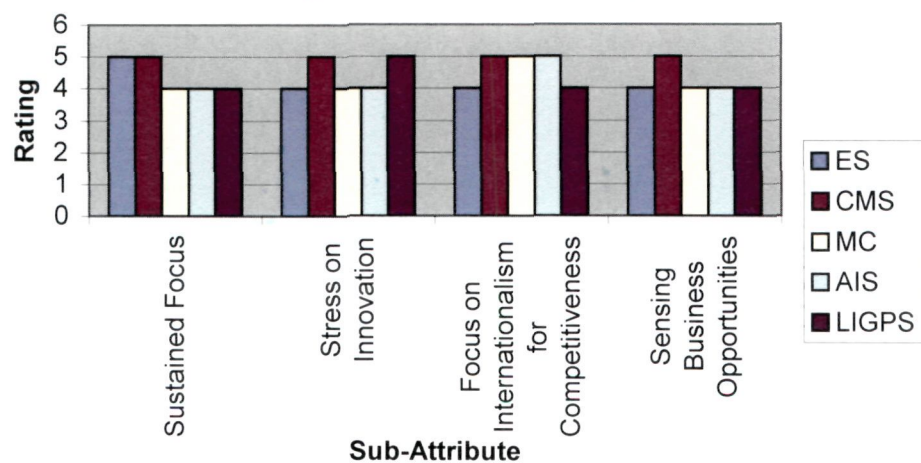
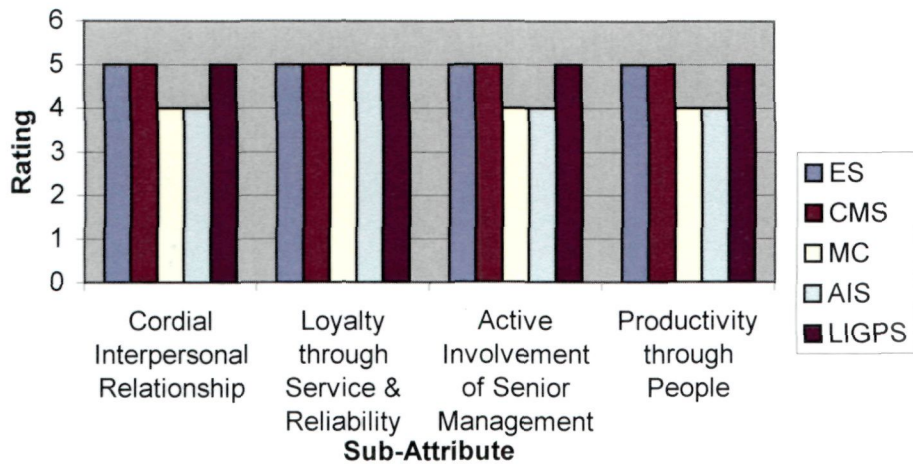
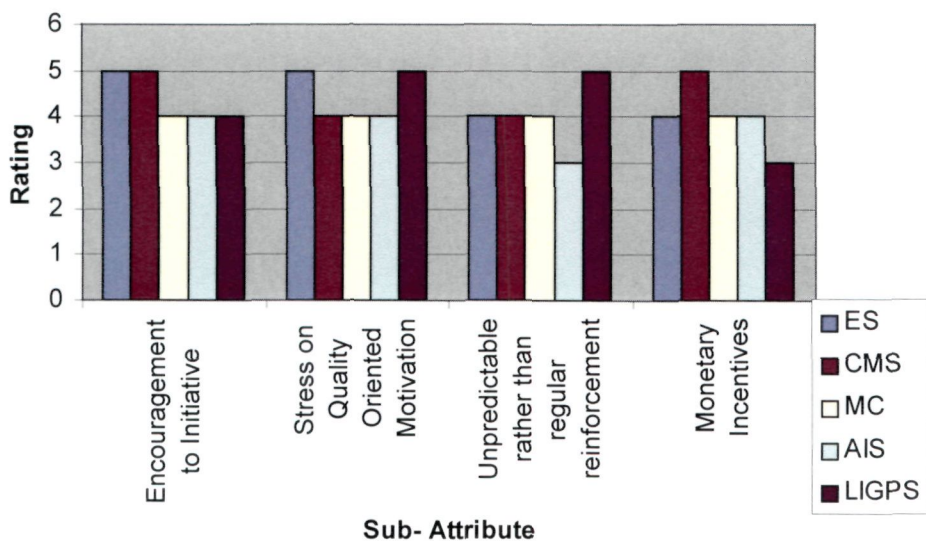
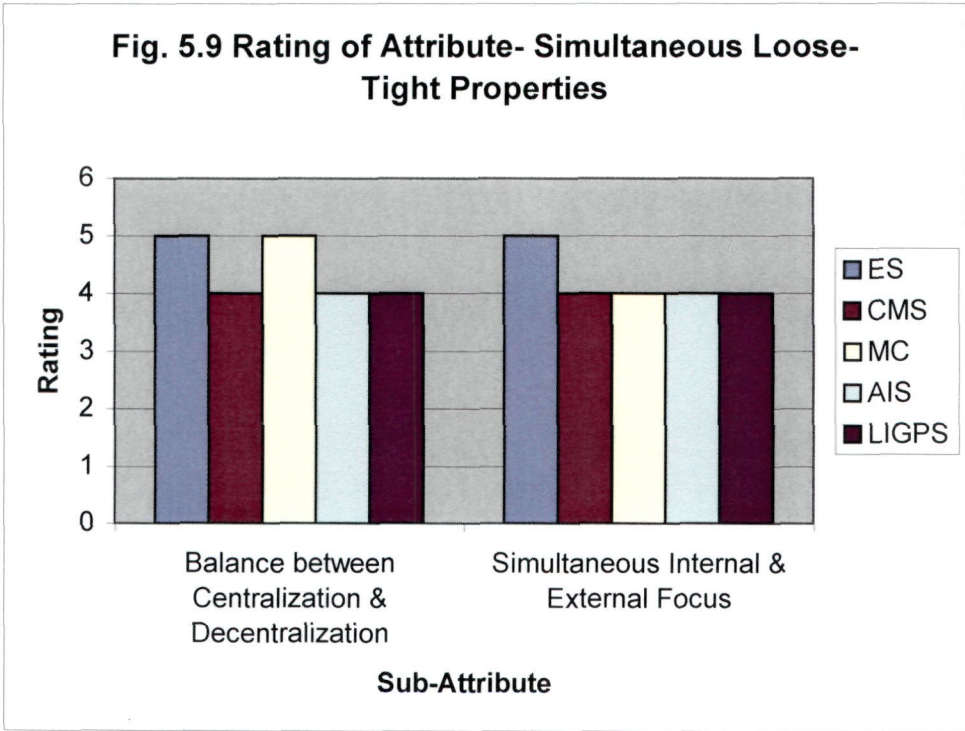
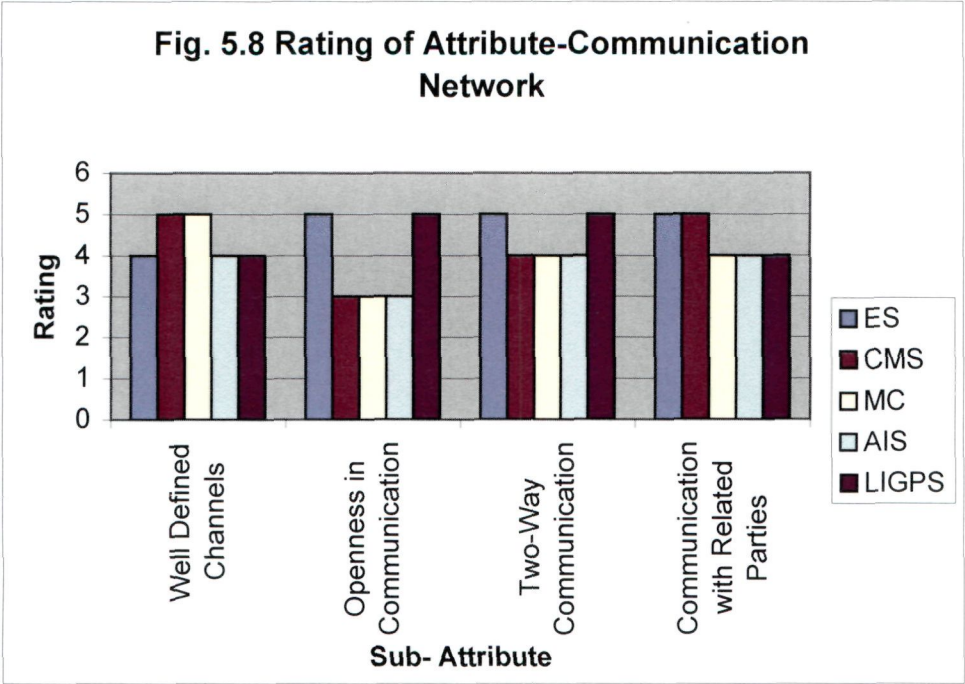


Fig. 5.6 Rating of Attribute- Social Orientation**Fig. 5.7 Rating of Attribute- Motivation & Reinforcement**



CHAPTER - 6

**Conclusion, Highlights
and
Future Directions**

Conclusion, Highlights & Future Directions

6.1 Conclusion

The findings of the study establish that schools create and sustain excellence in management through sustained managerial activities. The two components that constitute the school education- academic and managerial- were studied. The major focus was on “managerial processes” in excellent schools. After detailed study of the five cases, it is found that there are eight main attributes of creating and sustaining excellence in schools, namely, **Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties.**

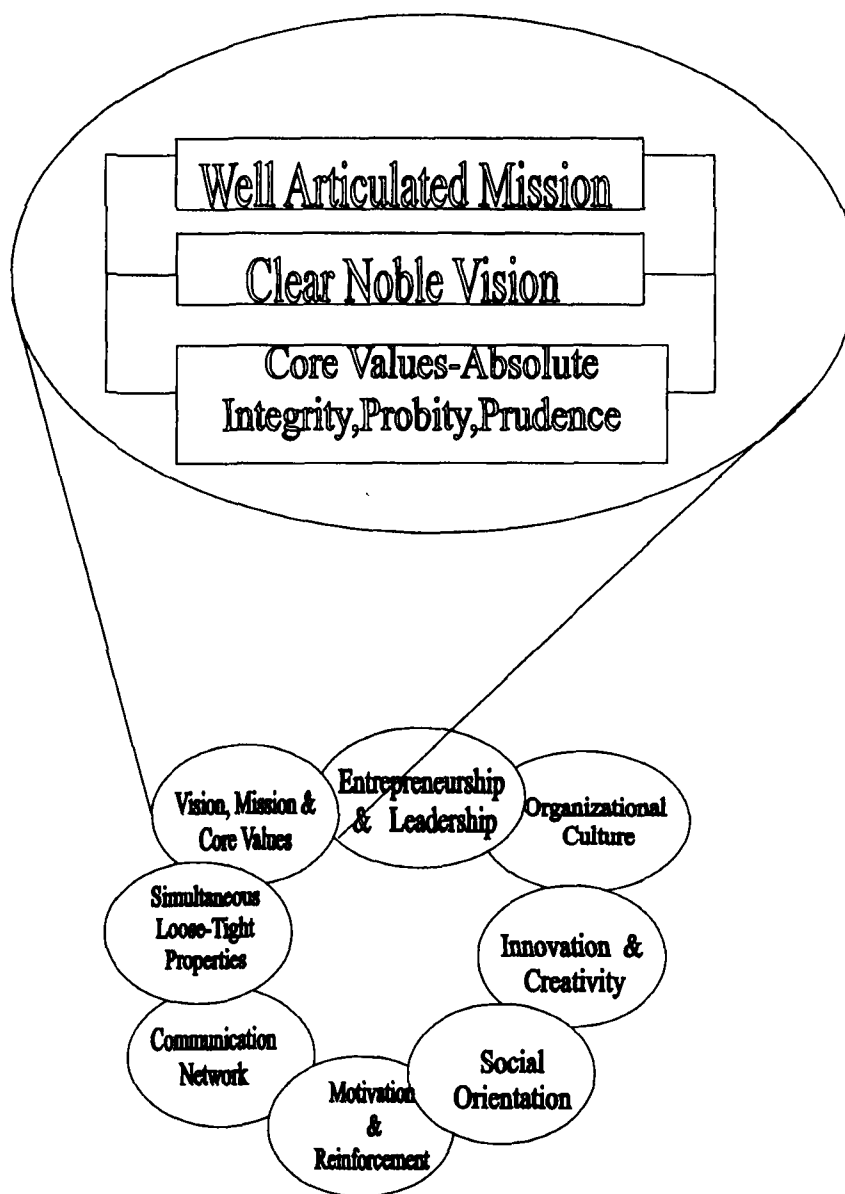
The findings show that the excellent schools were brilliant on the basics. These schools worked hard to keep things simple, yet comprehensive, in this competitive world. They insisted on top quality and hard work. The concern for quality in such organizations is not the exclusive preserve of the leader, but of all members. Social organs including students and parents are the main concern of the management. They tried their best to satisfy their clients. Employees are also the focus of attention to the management of these schools. The theme in excellent schools is ‘productivity through people’. For this, they make effort to inspire the people at various levels of the organization. Excellent schools allowed innovations in service and quality and encouraged creativity and discretion in the organization. Innovation is a constant endeavor of excellent organizations. These schools are better listeners. Most of their real innovations come from their customers. All the growth in excellent schools has been internally generated. These organizations had a lean organizational structure. All the excellent schools studied here had a noble, growth oriented mission and vision. Their vision of excellence was different from that of normal

schools. Smart leadership and the role of leaders in such organizations played a pivotal role in their working. All the excellent schools had open, collaborative, modern and nurturing culture. This is one of the main reasons for the creation and sustenance of excellence in schools. Another important finding is that all excellent schools encourage initiative and creativity. They exert stress on 'quality' rather than quantity. Such schools have openness in communication with emphasis on two-way communication with concerned parties. Thus it can be inferred that the excellent schools deal with quality, service, innovation and experimentation. Their focus is on building and expanding, and not on controlling and constraint.

Following is the attribute wise summary of findings of the present study.

6.1.1 Vision, Mission & Core Values

An organization's core values shape the mission, goals and vision of excellence. Core values are the inherent values that are espoused by the pioneers of the organization. Vision and mission are the two important pillars that shape an organization. An organization's vision of excellence incorporates the traits the organization would like to pursue or be known for. In case of excellent schools, these schools have a clear noble vision and certain core values like absolute integrity, probity and prudence that are the characteristic features of the school. The mission of Eklavya School is to bring about a revolution in the field of school education through a multi pronged approach. It aims at developing a 'complete person'. City Montessori School strives to inspire every child to become a useful and productive citizen, serving the best interests of the community. The main emphasis of CMS is on values of universal brotherhood, tolerance for all religions and inculcation of moral values. The Mayo College tries to maintain equilibrium between tradition and modernity. The emphasis is on 'guru-shishya parampara'. The mission of Mayo College is to develop a caring community and an attitude of positive thinking.

Fig. 6.1 Vision, Mission & Core Values- The Critical Element for Excellence

Amity School aims at developing full mental, physical and spiritual potential of each child. Its mission is to prepare professionals of high quality. The school aims at blending innovation, modernity and simultaneously a traditional ethos. Labour India Public School aims at providing a strong foundation for the child to become a leader in the shifting and changing global scenario. The Chairman of Labour India believes that “Education is the birthright of every child. A child is born with immense potentialities”. The school lays emphasis on the Gurukulam system of education in which physical, intellectual, emotional and spiritual strengths are the four pillars of education. The common feature of the above-mentioned excellent schools is presence of clear, ambitious and noble vision and outlook.

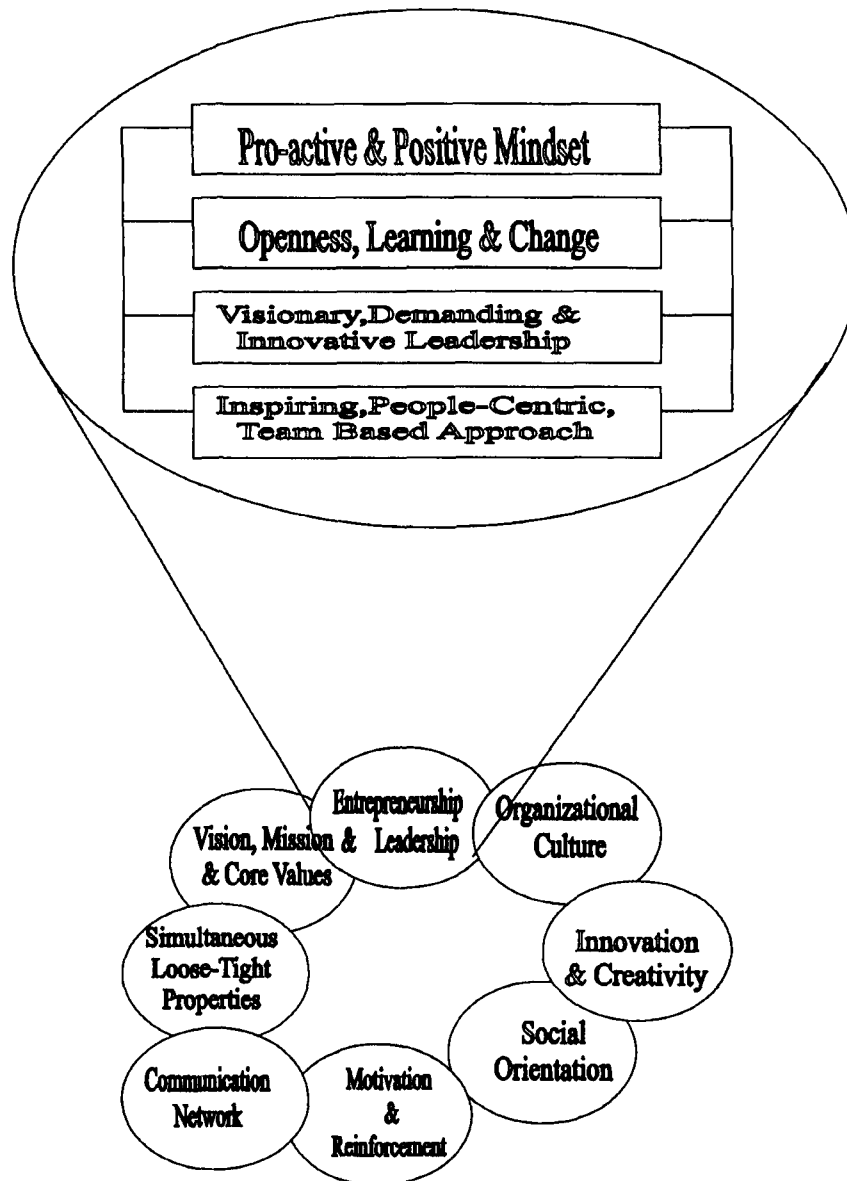
Thus, the Proposition 1 that Vision, Mission and Core Values have a determining role in creating and sustaining excellence in schools.

6.1.2 Entrepreneurship and Inspiring Leadership

Leader and the style of leadership play a decisive role in setting standards of excellence and strategy building of schools. The main elements of leadership which differentiates an excellent institution from other institutions are its leaders’ style, their leading qualities and activities like building trust, making strategic decisions, broadening support and inducing flexibility. Excellent schools have had / or have charismatic leaders who are visionaries, innovative yet practical in their thoughts and actions.

The Chairman of Eklavya School Mr. Sunil Handa conceived the idea of a ‘complete school’ to develop a ‘complete child’ capable of facing the realities of life. Ethics play a domineering place in leadership of Eklavya. So the elements of “moral leadership” is found at Eklavya.

Fig.6.2 Entrepreneurship & Inspiring Leadership- An Important Attribute of Excellence



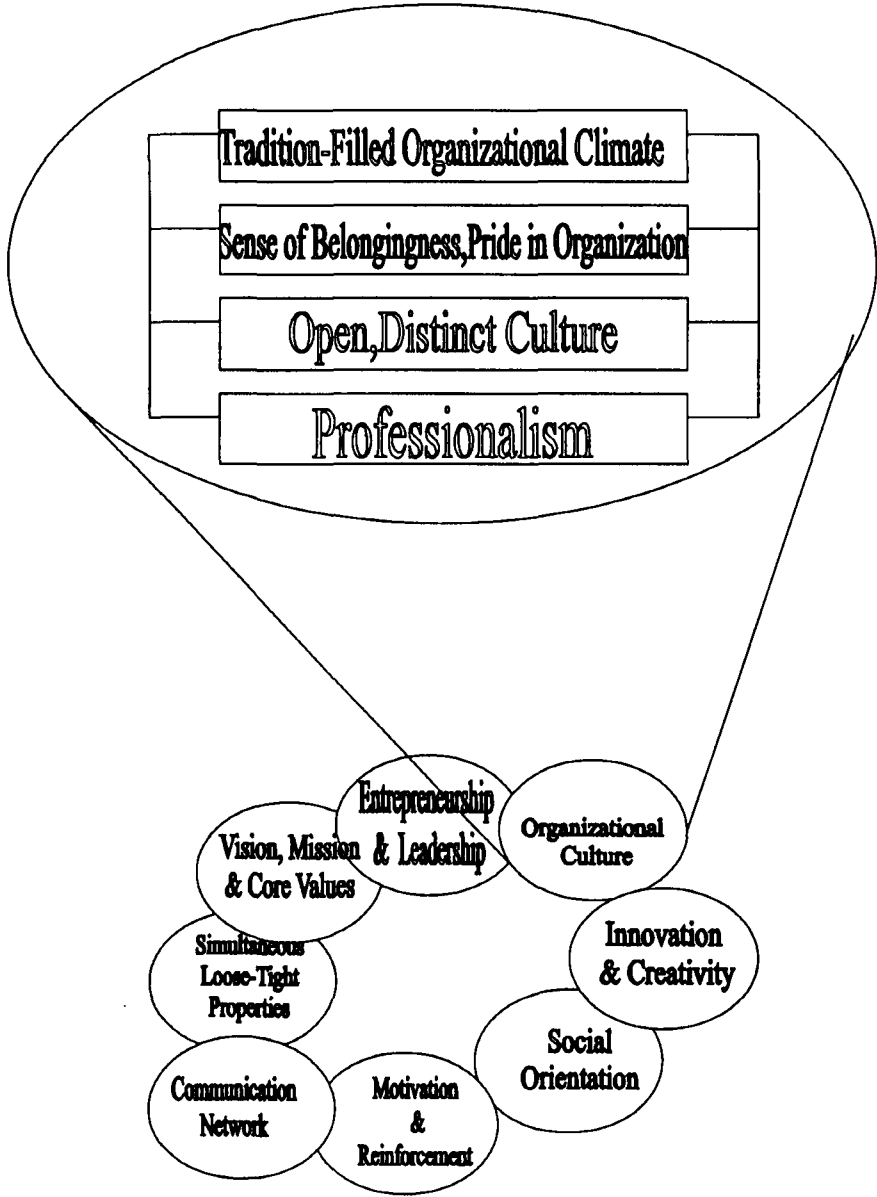
At City Montessori School, Lucknow, Founder-Manager Mr. Jagdish Gandhi and Founder-Director Dr. Bharti Gandhi are fully devoted to the cause of education. They have given a dynamic leadership to the school. Their style includes being a friend, a philosopher and a guide to the followers. Their simplicity is reflected by their khadi attire. They symbolize “inspirational leadership”. The management at Mayo has members from royal families who have been emphasizing the importance of education. The present incumbent has a contemporary mindset to tackle the future tasks. He has been emphasizing on the need to develop specialization and providing career counseling to the students of Mayo in order to make them a specialist. At Amity International School, the philosophy of the founder Dr. Ashok K. Chauhan and Chairperson Dr. (Mrs.) Anita Chauhan influence their leadership styles. They provide psychological support and spirit of enthusiasm in the staff. Dr. Chauhan’s inspiring leadership is responsible for the sharp rise in the development graph of Amity within a short period. The founder and Director of Labour India Public School Mr. V.J. George Kulangara is an outstanding organizer and motivator. His entrepreneurial skills are quite visible in the management of the school. He has provided the foundation and ideals to the school. Through his visionary style, Mr. Kulangara has shaped the policies and program of the school.

Thus, the Proposition 2 that Entrepreneurship and Inspiring Leadership have a determining role in creating and sustaining excellence in schools.

6.1.3 Organizational Culture

Organizational Culture largely refers to the distinctive beliefs, norms, values, practices, etc. that get internalized in the organization and become an essential feature of the organization. Members of the organization begin to feel a strong bond with it and begin to identify with it. A number of organizational cultures have been identified in excellent schools. Some schools have an ‘open door’ policy where direct contact is encouraged. In some schools, there is a ‘suggestion box’ system and some schools encourage social and

Fig.6.3 Organizational Culture- An Essential Attribute of Organizational Excellence



cultural development in an active way. Good schools challenge the stereotyped setup, procedure bound, controls infested and bureaucratic system. Eklavya School has a 'Communitarian' culture, i.e. Eklavya resembles a community. The school involves itself with outsiders, i.e. other schools, local artists, teachers, etc. in its day-to-day activities. Eklavya exhibits an 'open' culture where students and teachers are free to interact and present their views. Also, emphasis is given on society and different aspects of society like conducting welfare and developmental programs for the different sections of the society and so on. So, at Eklavya, activities have a 'societal orientation'. CMS has a 'collaborative' culture. A collaborative culture possesses features like collegiality, trust and confidence, experimentation and stress on traditions. At CMS, the management and administrators recognize children and treat them as individuals, so a 'nurturing' culture is present which helps in transforming children into matured and responsible citizens. Apart from this, a lot of emphasis is given on innovation in different aspects of the school and so, a 'culture of innovation' is found. A recent example of innovation is the setting up of a "Science Park" in the school in which a number of science principles and laws have been demonstrated and explained through the use of models and projects.

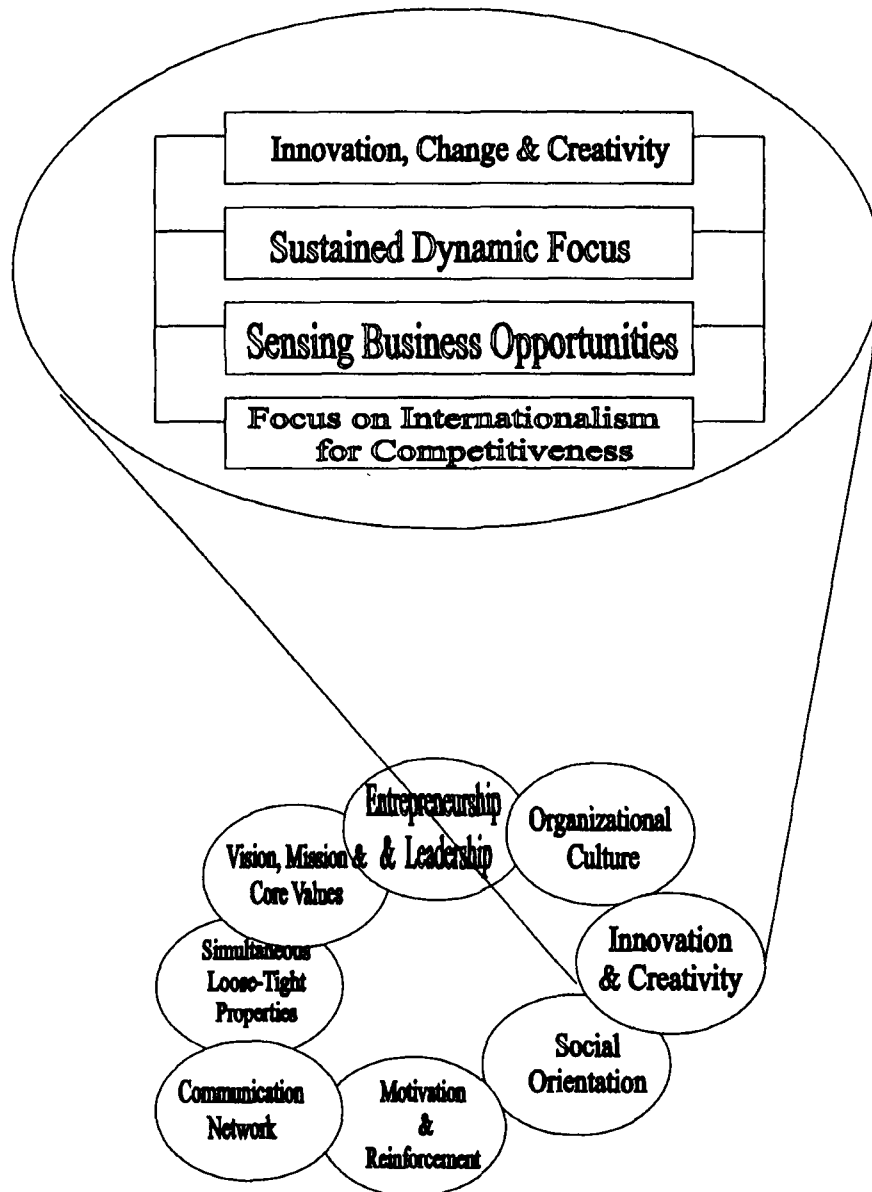
Mayo College in a way is a 'finishing school' with its distinct heritage, ethos and tradition. It was established in 1885 with strong values and traditions. Initially, Mayo was a school for the sons of royal families; so, it had a 'royal' culture. Though post-1950s, the school has been opened for all, yet it bears a royal touch. Mayo management stresses on sending out a product civil in behavior, manner and speech. Thus, culture is a mix of 'royal' and 'modern'. Amity has a cultural mix blending effortlessly modernity with traditional values. 'Nurturing' environment can be witnessed here where students are given opportunity to learn on their own to prepare them for future roles. 'Club' culture is present, i.e. a number of clubs and societies exist like Astronomy Club, Electronics Club, Clean India Club, WWF Club, etc. Labour India Public School is like a 'community', as students and teachers work and learn with a corporate and cooperative spirit. The Gurukulam contains a mix of students of different ages, regions and backgrounds. It is a place where gurus (teachers) and shishyas (students) live together and share information and knowledge with each other.

Thus, the Proposition 3 that Organizational Culture has a determining role in creating and sustaining excellence in schools.

6.1.4 Innovation and Organizational Creativity

Innovation and Creativity is one of the key attributes of creating and sustaining excellence. Innovation is a constant endeavor of excellent organizations. An excellent organization senses opportunities and tries to capitalize that opportunity. As for excellent organizations, the same holds true for schools. Excellent schools have a global perspective. They believe that internationalization develops competition that is essential for any kind of development. In the present study, the researcher finds that almost all of the schools surveyed have placed importance to innovation and organizational creativity. Eklavya School lays immense importance on innovation and creativity. The Eklavya Institute for Teacher Education uses innovative teaching methods to train teachers to become good educators. A unique concept 'Home Room' encourages better understanding and feeling of sharing among students. Creativity among teachers is developed through sustained HRD programs in which top management is directly involved in training the staff members. Mother's Workshop is another unique concept where educators share with mothers (fathers also) the course content and approach of covering that content in the next 15 days. This program increases the involvement of parents in delivery of academic input. CMS emphasizes on the four building blocks of education- Universal Values, Global Understanding, Excellence and Service to Humanity. These values are a part of classroom experiences. The school's philosophy of 'Jai Jagat' (Glory to the World) empowers the children with a global perspective. HRD programs are a constant endeavor in CMS to develop leadership qualities and role model skills among children. CMS management provides a number of incentives to its staff thereby providing them an attractive option. A unique innovative feature of CMS is its Innovation Wing that is dedicated to constantly research, innovate, develop and adapt new methods of teaching and understanding. 'Science for Peace' and 'Student Quality Circle' are the other innovative programs which have been conceptualized for sustaining excellence in all spheres.

Fig.6.4 Innovation & Organizational Creativity- Identity of Outstanding Organizations



In order to take advantage of the business opportunities and sensing the importance of internationalization and competition, Mayo College organizes student exchange program with schools of other countries in the field of sports, academics, etc. Mayo College has a Museum, which is a rich resource center of information and an object of attraction to the visitors and children of the school. Apart from a host of societies and clubs existing in the school, Mayo college has one of the most modern computer facilities, separately for Senior school, Junior school and for staff. By ensuring the selection of the best teaching staff and providing regular HRD sessions, Mayo emphasizes on organizational creativity. Selected teachers are sent to other institutions for undergoing conceptual as well as practical training. Management experts are invited for orientation and training sessions.

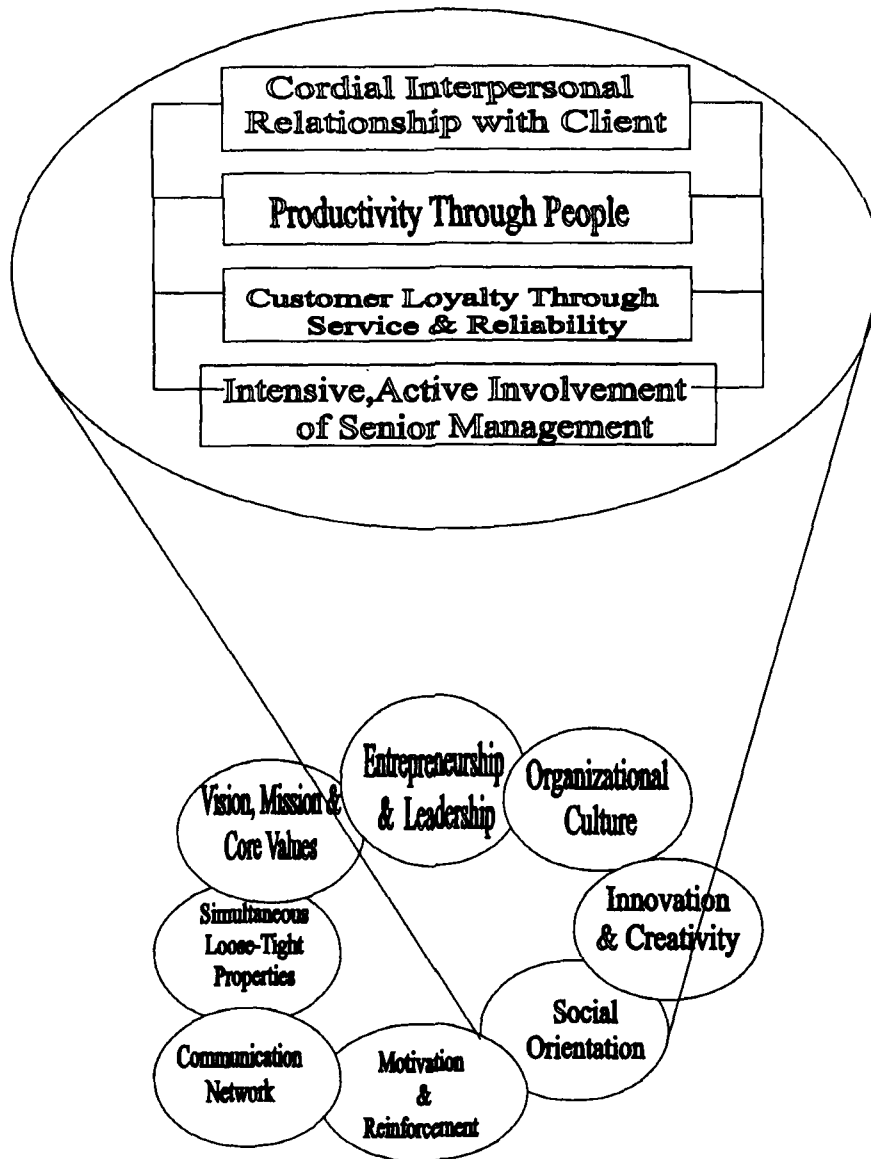
A distinguishing feature witnessed at Amity is the manner in which the school blends modern means with tradition and culture. The management ensures that traditions and values are properly communicated to the children. So, spiritual leaders are invited to deliver lectures. Meditation and yoga are taught to the students on a regular basis. A number of school clubs like Astronomy Club, Electronics Club, Nature Club, etc. function in the school to ensure development of creativity and initiative among children. The 'Mathematics Excellence Center' provides an opportunity to teachers of various schools to come to a common platform to share knowledge and expertise through seminars, workshops and symposiums. Activity oriented learning is stressed upon at Amity. The management believes that a child grasps well if taught through the use of practical aids. A number of activities of music, dance, art and sculpture are organized for the all-round personality development of children. Pen Picture Scheme is an innovative program to manage the students on an individual basis. Here, complete record of each student is maintained which helps the teachers to have a complete track of the child.

Labour India Public School has a clear vision and so, an organizational climate and philosophy to encourage and implement innovation and creativity. Gurukulam is an innovative concept where students and teachers reside under a single roof. The environment of Gurukulam is peaceful and all facilities of routine need exist here. Both modern facilities like Internet and multimedia and traditional activities like rearing of goats, farming, etc. take place simultaneously. Another activity for developing creativity is emphasis on training sessions for students as well as staff. The school invites area specialists and noted personalities for interactions. Seminars and workshops are conducted to provide practical exposure to students, like Math Seminar, English Association, etc. HRD programs for teachers are held from time to time to train and develop the employees in specific and general skills and to develop positive attitude.

Thus, the Proposition 4 that Innovation and Organizational Creativity have a determining role in creating and sustaining excellence in schools.

6.1.5 Social Orientation

Excellent organizations exhibit cordial interpersonal relationship with the members of the society. They provide unparalleled service, quality and reliability to students, parents and other related parties. In providing full satisfaction to their stakeholders, the senior management is actively involved. The theme in excellent schools is 'productivity through people'. At Eklavya, children are taught in the way they like to be taught. Students are generally counseled by counselors on a regular basis. Eklavya tries to maintain close ties with parents through 'home visits' by teachers on a regular basis. Also, workshops on effective parenting are conducted for parents. For the financially not-so-sound parents, the school provides financial assistance on need basis.

Fig. 6.5 Social Orientation- Basic Element of Excellent Organizations

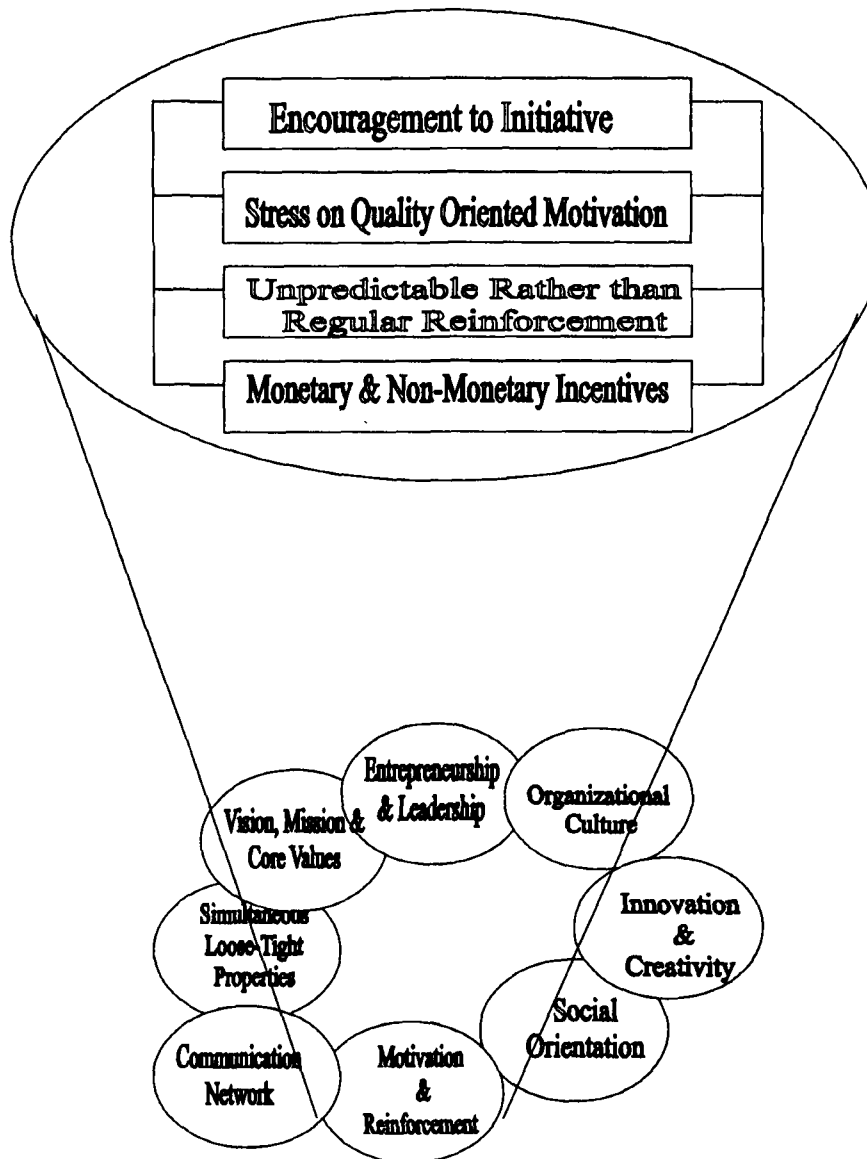
There is a lot of parent-school interaction at CMS. CMS teachers act as parent-surrogate to the students. They liaise between home and school to help children in solving their academic, non-academic and personal problems. A number of financial benefits are provided to deserving students like free enrichment and remedial classes for students weak in any subject, free coaching for competitive examinations and so on. CMS inspires their children to render important service in their local and national communities through participation in various environmental protection programs, tree plantation and other programs. Though Mayo is a residential school, yet the teachers try to extend their reach to the homes of children. They aspire to send out a product civil in behavior, speech and manners. The teachers and parents try to ensure that the child adds luster to the school and his own family after they leave the school. Also, financial assistance in the form of scholarships is provided for excellence in academics and sports, keeping in view the financial status of the parents.

Amity School is also involved in social service and social amelioration. The school has an active Social Service Club and an Interact Club, whose members visit old age homes and help the old people in many ways. Blood Donation camps, Van Mahotsav, teaching children of underprivileged houses are the tasks in which Amity children participate enthusiastically. Like other schools, Amity too provides financial assistance to its students through scholarships and fee concessions. Labour India Public School considers its students as very precious. The management and staff accords high importance to them. The teachers of the school act as 'facilitators' to the students. One teacher deals with only 5 to 6 students, thereby providing maximum individual attention to each of them. The Director, Mr. Kulangara pays personal attention to the needs of the children at the Gurukulam. Also, the school is devoted to the needs of the society. The staff encourages its students to help the needy and the destitute. Students nurse the patients and old people at regular periods. They collect food items, clothes and medicines and provide to the poor and needy. Thus, the school is conscious of its social responsibility and has an orientation towards its customers (the students, parents and society).

Thus, the Proposition 5 that Social Orientation has a determining role in creating and sustaining excellence in schools.

6.1.6 Motivation and Reinforcement

Motivation is the driving force for organizations and employees. It is classified into two types: external and internal (Khera, 1998). External motivation comes from outside, such as money, societal approval, fame or fear. It helps as it gets the job done quickly and prevents loss. Internal motivation is the inner gratification, not for success or winning, but for the fulfillment that comes from having done it. The two most important motivators are recognition and responsibility. All excellent schools encourage initiative and creativity. They exert stress on 'quality' rather than quantity. As regards motivation measures, both monetary and non-monetary incentives are given a balanced importance. Eklavya provides both monetary and non-monetary incentives to its employees. Through ELTE, teachers are given an opportunity to teach trainees. This provides them confidence in teaching and for taking up future roles. Special training programs in educational methods and child development are provided by trainers. The Chairman, Dr. Sunil Handa personally maintains close interaction with teachers on a regular basis. The school motivates its employees through both external and internal motivators, like Eklavya Educator of the year award, etc. City Montessori School, Lucknow inspires and motivates outstanding teachers by honoring them with financial and non-financial incentives. Training sessions are conducted on a regular basis at CMS. Even students are awarded for their brilliant achievements in academics and non-academic areas. At Mayo, the services of employees are suitably rewarded in the form of perks and allowances. As monetary rewards are temporary and short-lived, internal motivators supplement them. Efforts are made to train teachers in various skills and theoretical and practical knowledge. To reinforce the knowledge of selected teachers, they are sent to other schools and abroad on a regular basis.

Fig. 6.6 Motivation & Reinforcement- Essential Feature of Excellent Organizations

At Amity, monetary incentives like leave encashment, medical allowance and free ship to children and non-monetary incentives like promotion, appreciation, etc. stimulate employees to contribute their best towards the organization. Motivated employees prove to be an asset to the school. From time to time workshops and training sessions are organized to develop life skills and inter-personal relations of teachers. Various in-service and refresher programs are also conducted during vacations. At Labour India Public School, the school employs motivation techniques- both financial and non-financial- to stimulate employee performance. Financial incentives include perks, educational allowance, etc., while non-financial incentives include appreciation of work, assignment of challenging jobs, promotion, etc. Students are rewarded for their achievements in academic and non-academic areas. Class X and XII toppers are honored on the school's Annual Day.

Thus, the Proposition 6 that Motivation and Reinforcement have a determining role in creating and sustaining excellence in schools.

6.1.7 Communication Network

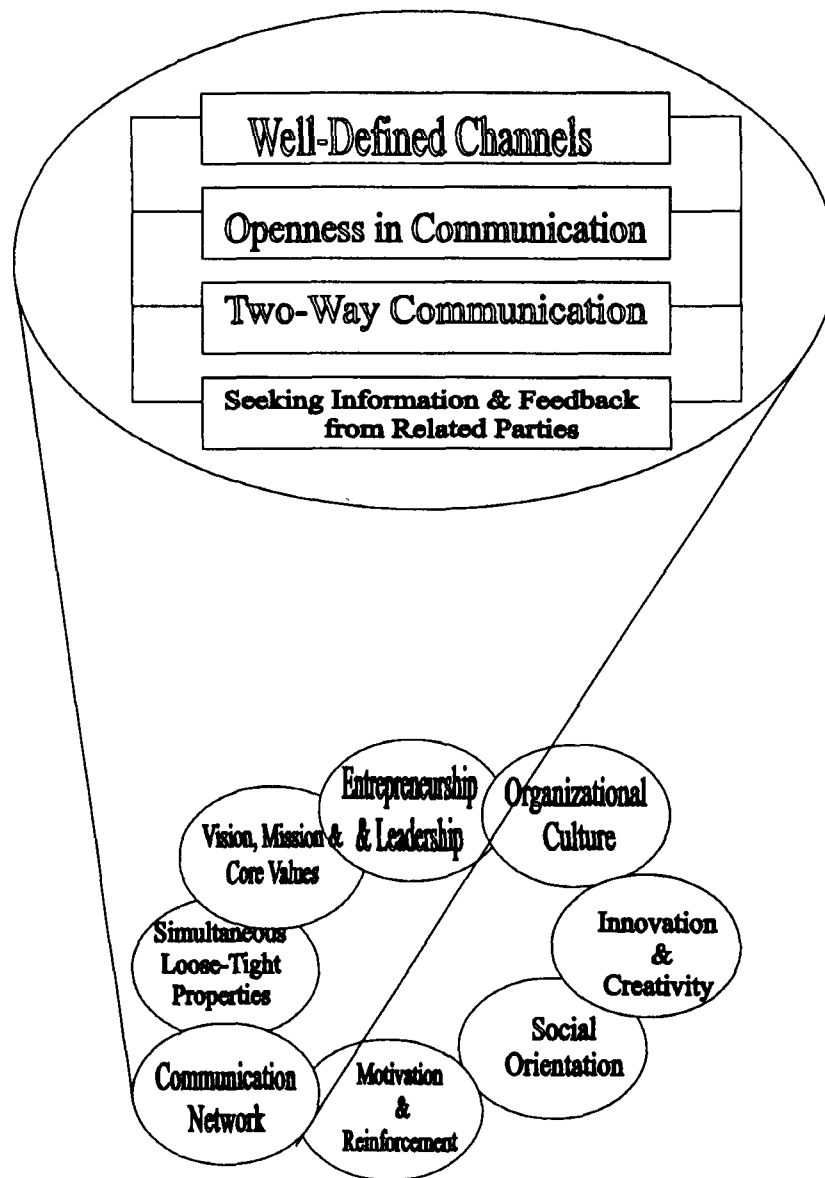
A good communication network is one that has well defined channels of communication. Excellently managed schools have openness in communication and provision of two-way communication with related parties. Eklavya School devotes a tremendous amount of time and energy to these. Visitors are free to visit the school. At Eklavya, there is the presence of open two-way communication between teachers and students, between management and employees and among teachers as well. The Chairman of Eklavya School spends time to listen to parents and guardians. To ensure better communication with related parties, the school publishes a monthly newsletter 'Eklavya Samachar' to keep parents, students and interested parties well informed of the school developments. The official website of Eklavya school, www.eklavya.org, too keeps the related parties in touch with Eklavya's activities.

Formal as well as informal communication is accorded equal importance at City Montessori School. There are well-defined channels of communication present here. CMS

monthly newsletter 'CMS Bulletin' keeps the parents and interested parties well informed of the developments within the school. Its website, www.cmseducation.org, and handbooks printed from time to time give complete information of the school. Through his lectures on spiritual well being, the school Manager Mr. Jagdish Gandhi communicates the school philosophy. Excellent schools provide physical support to communication. At CMS, a number of notice boards and soft boards are placed on school walls to enable effective transmission of knowledge to others.

At Mayo, there are well-defined and clear channels of communication. Through vertical and horizontal flow of communication, Mayo develops an atmosphere of mutual trust and confidence. Small task forces are formed which in many ways encourage clear and open communication among employees. Publications at Mayo include annual magazine, quarterly published newsletter and subject specific periodicals. The official website of Mayo College, www.mayocollege.com provides an idea of the activities, programs and developments of Mayo. Amity management encourages two way communication process between teachers and students. Students are free to express their feelings and suggestions to the teachers. Informal communication is given its due place at Amity. Excellent schools encourage lots of communication. This implies discussing a number of things again and again to clarify doubts. The main idea is to 'keep in touch' with subordinates, peers and superiors. Both formal and non-formal channels of communication are accorded importance at Labour India Public School. To develop better communication levels with parents and related public, the school publishes annual magazine. The school website, www.gurukulam.com provides complete information about the activities and developments of the school.

Thus, the Proposition 7 that Communication Network has a determining role in creating and sustaining excellence in schools.

Fig. 6.7 **Communication Network- Attribute of Excellent Organizations**

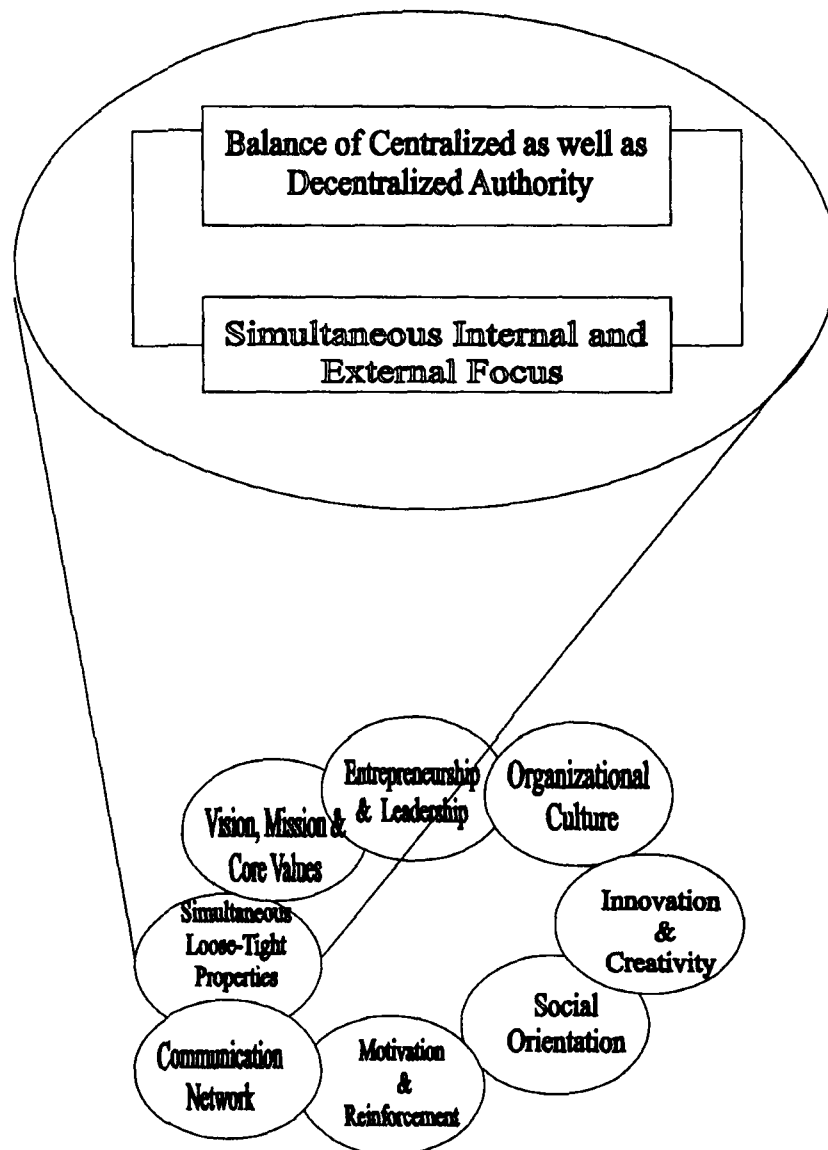
6.1.8 Simultaneous Loose-Tight Properties

The final attribute of organizational excellence is the presence of ‘simultaneous loose and tight features’. The main aspect of this attribute is that the excellent organizations have a mix of both centralization and decentralization. Excellent schools have pushed autonomy down to the shop floor or product development team. On the other hand, they become centralists around the few core values they hold dear (Peters & Waterman, 1982). Also, internal as well as external factors are simultaneously stressed upon.

At Eklavya, some administrative functions are centralized while routine decisions are decentralized so there is a balance between the two. Excellent schools have lots of *loose* traits like campus-like environments, flexible organizational structures, autonomy for individuals and teams, experimentation, etc. But at the same time, they are marked by a remarkably tight- culture. They have rigidly held shared values. They have strict discipline in work and actions. At CMS, majority of the decisions are decentralized thereby enabling better decision- making and prompt action. Only strategic decisions and some administrative tasks are centralized. There is a proper balance of centralization and decentralization of authorities at Mayo. Decision-making at strategic level and long term planning is centralized while routine decisions are scattered around at lower levels. Thus, organizations that live by the loose-tight principles are on the one hand rigidly controlled; yet at the same time allow autonomy, entrepreneurship and innovation from the rank and file. At Amity International School, planning and important administrative tasks are centralized, while majority of the decisions and tasks are in the hands of subsequent levels of management so there is a balance between centralization and decentralization. At Labour India Public School, there is a systematic balance of centralized authority and decentralized authority. The routine tasks like timetable planning, staff recruitment, etc. are decentralized. On the other hand, administrative tasks like strategic decision-making, planning and diversification plans are concentrated at the higher level of management.

Thus, the Proposition 8 that Simultaneous Loose- Tight Properties have a determining role in creating and sustaining excellence in schools.

Fig. 6.8 Simultaneous Loose-Tight Properties- Important Feature of Excellent Organizations



6.2 Highlights

- # This study corroborates the existing literature and deepens our understanding of the concept of excellence in schools from a management perspective. The study highlights the attributes that help create and sustain excellence in schools that have been mentioned earlier.
- # A model of excellence named the “8 in 1 Model of Excellence” emerges as a result of the study of the selected innovative schools.
- # The eight attributes that characterize excellent schools are: **Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties.**
- # Each of the eight attributes of excellence has equal importance for achieving excellence and none of them can be isolated or given less importance.
- # The degree of presence of the eight attributes may differ in different schools, but they have a significant presence in all excellent schools.
- # The model is rendered incomplete and partial if any one of the attributes is slighted or taken out.
- # Excellence is the key word these days. This research study provides a base for the school managers and administrators for creating excellence in their schools and other educational organizations. It also highlights the ways of sustaining it too.

6.3 Future Directions for Research

1. The study can be further extended to gain insight into the issue of organizational excellence in general and excellence in educational institutions in particular. These days, schools have emerged as important centers of learning and development. Never before has the schooling system been emphasized and given so much importance in a person's development curve as these days. There is need to record reasons of success of outstandingly managed schools. There is need to extend the scope of research studies in this arena of educational organizations.
2. This study has scope for extension both breadth wise as also depth wise. The present study focused on only Indian schools. However, in the present age of globalization, there is a need to study international schools. Actually, there are a number of schools in India that have acquired international character. The studies may be carried out to understand the working of these schools. The focus of efforts may specifically be on such schools that have maintained excellence over a long span of time.
3. In the present study, an attempt has been made to make the sample representative of India's diversity and the schools have been selected from different corners of the country. Yes, India is a truly diverse country. There is a scope for extending this effort to other parts of the country, especially eastern part.
4. Further, this study covered both CBSE and CISCE schools. This list can also be expanded further to understand whether the pattern of affiliation impacts the presence and the degree of presence of excellence in the schools.
5. The study has focused on schools which were run under different structural arrangements, like Eklavya School is managed by Eklavya Education Foundation, a non-governmental, non-partisan, not-for-profit organization, established under Section 25(N) of Companies Act. City Montessori School is run by a trust, established under and Mayo College is managed by a Board of Governors. The General Council of Mayo College is the management body of Mayo College Education Society, a registered body. Amity International School is run by Ritnand Balved Education Foundation (RBEF), a non-profit organization registered under the Societies Act-1861. Labour India Gurukulam Public School is owned by Labour India Educational

Trust based at Marangattupilly. Future studies could find out whether the form of governance has impact on the presence of excellence in schools.

6. The present study has confined itself to studying privately managed schools. Future studies may include government owned schools as well, as their sample units. A similar study can be conducted taking such schools as Kendriya Vidyalayas and state owned schools. A comparative study can be conducted taking CBSE affiliated schools and CISCE affiliated schools. There is also scope for studying excellence in residential, non-residential and day boarding schools.
7. Several studies have documented the phenomenon of corporate excellence. But not much research has been conducted in the field of excellence in educational institutions. This leaves a lot of scope for further studies in this field. Apart from this, there have not been enough researches on excellence in schools and other educational organizations with a 'management perspective'. Most of the research conducted till date is limited to an educational perspective. This is an unexplored area where there is a lot of scope for further studies.
8. The present study has adopted 'Case Study Method' of collecting data. It can be noted here that other methods of data collection like through questionnaire, could have been administered. It is pertinent to note that there is wide scope for quantitative research in the field of excellence. There have been mainly qualitative studies in this field. This leaves ample scope for quantitative studies to find out level of excellence and ways to create excellence in educational institutions. Quantitative studies have the advantage of being more accurate, as they deal with numbers and numerical facts.
9. The study has scope of extension depth wise also. This study has identified eight attributes of excellence, viz., Vision, Mission and Core Values, Entrepreneurship and Inspiring Leadership, Organizational Culture, Innovation and Organizational Creativity, Social Orientation, Motivation and Reinforcement, Communication Network and Simultaneous Loose- Tight Properties. These eight core values of excellence can be explored even more intensely. Separate studies could be launched to understand each of these values in detail. In addition, the HR and other managerial processes that help inculcate these values could also be the focus of study. We have fairly well documented researches on performance appraisal, recruitment & selection

and training & development in the corporate sector. However, there is a need to explore these issues in the context of management of schools. How these processes contribute to excellence could be a fascinating area of study.

10. This study has focused on excellence per se. The key idea is that excellence itself is an end and therefore, a goal worth pursuing. However, linking excellence to performance could also be a rewarding field of enquiry. The performance could also be assessed both in terms of financial and non-financial parameters. For schools, the key non-financial dimensions of success are results of students in the board (external) examination, number of students qualifying competitive examination, number of students receiving scholarships like National Talent Search Examination (NTSE), etc. Financial indicators are Balance Sheet, Profit & Loss Statement, etc. Linking excellence with performance could make the pursuit of achieving excellence even more rewarding. There may then be a strong case for pursuing excellence to have more of outstanding schools.

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Annexure-I

Checklist

Name of School: _____

Mark in the brackets.

- 1 for very low presence
- 2 for low presence
- 3 for average presence
- 4 for high presence
- 5 for very high presence

I. Vision, Mission and Core Values

- i. Presence of Well- Articulated Mission []
- ii. Clear, Noble Vision []
- iii. Presence of Certain Core Values []

II. Entrepreneurship and Inspiring Leadership

- i. Visionary Leadership []
- ii. Openness and Adaptive to Change []
- iii. Inspiring Leadership []
- iv. People Centric []

III. Organizational Culture

- i. Professionalism []
- ii. Tradition Filled []
- iii. Open Culture []
- iv. Distinct Culture []

- IV. Innovation and Organizational Creativity
- i. Sustained Focus []
 - ii. Stress on Innovation []
 - iii. Focus on Internationalism []
 - iv. Sensing Business Opportunities []
- V. Social Orientation
- i. Cordial Interpersonal Relationship []
 - ii. Loyalty through Service and Reliability []
 - iii. Top Management's Commitment []
 - iv. Productivity through People []
- VI. Motivation and Reinforcement
- i. Encouragement to Initiative []
 - ii. Stress on Quality Oriented Motivation []
 - iii. Unpredictable rather than Regular Reinforcement []
 - iv. Monetary Incentives []
- VII. Communication Network
- i. Well Defined Channels []
 - ii. Openness in Communication []
 - iii. Two-Way Communication []
 - iv. Communication with Related Parties []
- VIII. Simultaneous Loose- Tight Properties
- i. Balance between Centralization and Decentralization []
 - ii. Simultaneous Internal and External Focus []

Annexure-II

Location of Schools on the Map of India

